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ABSTRACT

The 1994 second-year evaluation of the state of Georgia's prekindergarten program had two objectives: (1) to describe all components of the comprehensive program--children, families, educational activities, social services, and coordinating councils; and (2) to begin assessing long-term outcomes by comparing kindergarten children formerly in the prekindergarten program with those in a socioeconomically similar comparison group that had not attended preschool. A sample of 18 prekindergarten programs was selected from the total of 120 programs for in-depth description and evaluation. These were divided into three site categories. Significant findings of the evaluation include the following: (1) the population of children in the 18 programs was comprised of significantly more boys than girls; (2) one of the site categories had a larger proportion of whites and a smaller proportion of African Americans than the other two site categories, and a small number of students came from homes in which Spanish or Korean was the primary language; (3) on average, children were functioning well above their chronological age in self-help skills, and were above their chronological age levels in physical and social development, though slightly below chronological age in academic and communication development; (4) the prevalent family configuration was the single-mother household, although there were almost as many two-parent households; (5) across the 18 sites, 72 family service workers provided various services including home visits and job training referrals; (6) the majority of the teachers used the High/Scope curriculum; (7) while each site had a coordinating council composed of members from various community, social service, and educational agencies, the councils differed greatly from one another; and (8) no significant differences appeared between classroom-based and home-based children when compared using developmental rating scores, absences, promotions, and referrals. Appendices include: 1994 prekindergarten guidelines; prekindergarten data collection forms; and kindergarten data collection forms. (HTH)

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GEORGIA PREKINDERGARTEN
1994
PROGRAM EVALUATION

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◆ GEORGIA PREKINDERGARTEN PROGRAM EVALUATION

EXECUTIVE SUMMARY

PRESENTED TO THE

DIVISION OF RESEARCH, EVALUATION, AND ASSESSMENT

OFFICE OF INSTRUCTIONAL SERVICES

GEORGIA DEPARTMENT OF EDUCATION

SEPTEMBER 1, 1994

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We could not have produced the work reported in Section 2 of this report without the help and cooperation of the principals and kindergarten teachers whose names appear on the next pages.

Finally, we offer our heartfelt thanks and best wishes to the children and parents of Georgia's Prekindergarten Program and to children and parents of the kindergarten children in this evaluation.

We greatly appreciate the help of the principals and kindergarten teachers in the schools in which the kindergarten children were enrolled. Their names appear below.

BIBB COUNTY

Hartley, Matilda Elementary
Principal: Ms. Areatha Nanton
Teachers: Ms. Seltzer
Ms. Woolfork
Ingram\Pye Elementary
Principal: Ms. Mildred Howard
Teacher: Ms. NeSmith
Burghard, Minnie Elementary
Principal: Gail Gilbert
Teacher: Ms. Harvey
Bruce, Charles H. Elementary
Principal: Ms.Deotha Campbell
Teachers: Ms. Garnett
Ms. Talbert
Ms. Turner
Ms. Watkins

CLARKE COUNTY

Alps Road Elementary
Principal: Dr. Elizabeth Godwin
Teachers: Ms. Chester
Dr. Uhde
Barnett Shoals Elementary
Principal: Mrs. Sherry Malone
Teachers: Ms. Lanier
Ms. Lovell
Ms. Neely-Norman
Barrow, David C. Elementary
Principal: Mrs. Barbara Wright
Teachers: Ms. Mack
Cleveland Road Elementary
Principal: Mrs. Juanita Floyd
Teacher: Ms. Hall
Fourth Street Elementary
Principal: Dr. Maxine Easom
Teachers: Ms. Caldwell
Ms. Messing
Ms. Sosebee
Ms. Strickland

CLARKE COUNTY (CONT.)

Fowler Dr. Elementary
Principal: Mrs. Patricia Brown
Teachers: Ms. Johnson
Ms. Praeger
Timothy Elementary
Principal: Dr. Tom Davis
Teachers: Ms. Crawford
Ms. Wilson
Whit Davis Road Elementary
Principal: Mrs. Lola Finn
Teachers: Ms. Atyeo
Ms. Chrisp
Whitehead Road Elementary
Principal: Mrs. Vivian Alford
Teacher: Ms. Jeffreys
Winterville Elementary
Principal: Mr. Thomas Brown
Teacher: Ms. McConnell

DECATUR CITY

Fifth Avenue Elementary
Principal: Mr. Julian E. Relf
Teacher: Ms. Robinson

FULTON COUNTY

Mimosa Elementary
Principal: Mrs. Linda B. Markwell
Teachers: Ms. Hartford
Ms. Parker
Roswell North Elementary
Principal: Mrs. Martha P. Paris
Teachers: Ms. Hendrickson
Ms. Leach
Woodland Elementary
Principal: Mr. Larry Land
Teacher: Ms. Lawther

GLYNN COUNTY

Altama Elementary
Principal: Mr. F. Micheal Atkinson
Teachers: Ms. Burch
Ms. Holland
Ms. Roberson

Ballard Elementary
Principal: Dr. Joyce Coleman
Teachers: Ms. Bullington
Ms. Lewis
Ms. Lomis

Burroughs Molette Elementary
Principal: Ms. Thelma Crosby
Teachers: Ms. Bostick
Ms. Cawley
Ms. Fallstrom
Ms. Measley

Golden Isles Elementary
Principal: Dr. Ken Jones
Teachers: Ms. Berry
Ms. Clark
Ms. Culpepper
Ms. Jones
Ms. Hipchen

Goodyear Elementary
Principal: Mrs. Dorris Willis
Teachers: Ms. Anderson
Ms. Butler
Ms. Dugger
Ms. Snow

Glyndale Elementary
Principal: Ms.Gerry McKenzie-Egger
Teachers: Ms. Barnes
Ms. Evitt
Ms. Neugebauer
Ms. Redding
Ms. Strickland

Greer Elementary
Principal: Ms. Jackie Frazier
Teachers: Ms. Adams
Ms. Bennett
Ms. Hawthorne
Ms. Miller
Ms. Smith

GLYNN COUNTY (CONT.)

Springwood Farms Country Day School
Director/Teacher: Angie Morris

St. Simons' Elementary
Principal: Mr. Gene Tomberlin
Teachers: Ms. Bostock
Ms. Lane

GWINNETT COUNTY

Lilburn Elementary
Principal: Ms. Sandra Levent
Teacher: Ms. McCorckle

Peachtree Elementary
Principal: Ms. Maureen DeLoach
Teacher: Ms. Glassman

JACKSON COUNTY

Jackson County Elementary
Principal: Mr. Lamar Langston
Teacher: Ms. Kelly

Maysville Elementary
Principal: Mr. Walker Davis
Teacher: Ms. Dobson

LAMAR COUNTY

Lamar County Elementary
Principal: Mrs. Donna Edwards
Teachers: Ms. Buffington
Ms. Holmes
Ms. Jordan
Ms. McDaniel
Ms. Turner
Ms. Washington
Ms. Wilson

NINTH DISTRICT

Banks County Primary
Principal: Mr. Jimmy Hooper
Teachers: Ms. Cagle
Ms. Gorham
Ms. Hinson
Ms. Parson
Ms. Stover

NINTH DISTRICT(CONT.)

Dawson County Primary
Principal: Mr. Nicky Gilleland
Teachers: Ms. Brechter
Ms. Edenfield
Ms. Mashburn
Ms. McCrary

Nix, Jack P. Primary
Principal: Mrs. Jeanette Dixon
Teachers: Ms. Aiken
Ms. Hirschi
Ms. McLean
Ms. Peloquin
Ms. Truelove
Ms. Welsch
Ms. Young

WAYNE COUNTY

Bacon, James E. Elementary
Principal: Mr. Earl Richardson
Teacher: Ms. Weathers

◆ GEORGIA PREKINDERGARTEN PROGRAM EVALUATION EXECUTIVE SUMMARY

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THE GEORGIA PREKINDERGARTEN PROGRAM

The 1994 Evaluation had two objectives: (a) to describe all components of the comprehensive Georgia Prekindergarten Program--the children, families, educational activities, social services, and coordinating councils--and (b) to begin to assess long-term outcomes by studying former Prekindergarten children who had advanced to kindergarten and a socioeconomically similar comparison group that had not had preschool.

THE PREKINDERGARTEN DESCRIPTION

SAMPLING

A sample of 18 Prekindergarten programs was selected from the total of 120 programs for in-depth description and evaluation. This sample was selected by the Georgia Department of Education to reflect the diversity in the programs. It included programs representing different locations, populations, service delivery models, and grantee sponsorship (school system and child care agency). It also included programs divided into three different categories, which the Evaluation assigned the names Site Category I, Site Category II, and Site Category III. Site Category I included the seven programs that were both operational and evaluated in 1993; Site Category II included five programs that were operational but not evaluated in 1993; and Site Category III consisted of five new programs that did not begin until 1994. Programs were selected from these categories so that comparisons could be made between evaluated and non-evaluated programs and between experienced and new programs.

A random sample of 137 families and children was selected from Category I programs; 90, from Category II programs; and 90, from Category III programs. The number in the sample from each program was proportional to the total number of families and children in that program. In Site Category I, only the children and families assigned to teachers who were included in the Evaluation in 1993 took part in 1994. Since all teachers employed in 1993 returned in 1994, no classroom was lost to the Evaluation. Children and families assigned to teachers who were employed for expansion into new Site Category I classrooms or neighborhoods were not included so that the 1993 and the 1994 samples would be comparable. The sample was drawn from all classrooms that were operational by November 1, 1993.

THE CHILDREN

Information was obtained on children's gender, ethnicity, physical and health characteristics, developmental levels in five areas, attendance at school, and withdrawal from the program. Children in Site Categories I, II, and III, and children from the 1993 and 1994 Evaluations in Site Category I, were compared.

Gender

In the entire population of children in the 18 programs there were significantly more boys than girls in the program. However, there were no gender differences across site categories; all three site categories had more boys. The proportion of boys and girls did not change in the sample from 1993 to 1994.

Ethnicity and Language

For the population, there was no difference in children's ethnicity between Site Categories II and III. However, there was a difference between Site Category I and the other two site categories. Site Category I had a larger proportion of Caucasians and a smaller proportion of African Americans than the other two site categories. The major contributor to this difference was a very large expansion of a Site Category I program in the northern part of the state that served economically depressed areas where the majority of residents are Caucasians. The Prekindergarten Program served a very small number of Hispanics, Asians, and multiracial children. The primary language of most children was English, with only a very small number coming from homes in which Spanish or Korean was the primary language. Although the ethnic proportion changed in the Site Category I population between 1993 and 1994, it did not change in the sample, since the sample was not selected from expansion sites.

Health

The Georgia Department of Education requires that all children in the Prekindergarten program have the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) health evaluation, and all programs attempted to accomplish this goal. The goal was reached for many, but not all children. At the end of the Prekindergarten year over 11% of the sample children had no report of ever having had an EPSDT. Almost 8% had had an EPSDT in 1992 or earlier, but not during the 1994 school year. Variation existed among the individual sites, but not the site categories, on the number of children who failed to have the EPSDT.

As a result of the EPSDT, approximately 42% of the children were observed to have health and medical problems, and several children had multiple problems. Many problems were related to diet and nutrition, with the majority being categorized as dental, anemia, dehydration, overweight and underweight. Several problems were severe enough to require surgery. It is clear that the provision of health services to these children is extremely important.

The minimal acceptable standards used by the Health Department require five DTP immunizations (with boosters) during the first 18 months and one between the 4th and 5th year. They require MMR immunizations at 12 to 18 months and again between the 4th and 5th year. The Prekindergarten Programs are responsible for assuring that children have these immunizations. Most children had their immunizations at the appropriate time. However, a very few children had not had immunizations since infancy, and the family services workers at the sites where this occurred were not aware of it and could not provide a reason.

Although the site categories did not differ, variation occurred among the sites within the site categories on the thoroughness with which problems were identified and referrals were made. A direct comparison could not be made of 1993 and 1994 data in the health area. However, program directors reported that, given more time, they have had the opportunity to attain a better working relationship with the Health Department and to obtain information more freely about the children during 1993 than they were able to do in 1994.

Developmental Levels

The children's physical, self-help, social, academic, and communication development was assessed using the Developmental Profile II. This assessment, conducted for descriptive purposes only, consisted of interviewing the teachers about each child's abilities and skills in each area. The scores in the developmental areas reflect the opportunities and experiences that the children have had. On the average the children are functioning well above their chronological age in self-help skills. They are also above their chronological age levels in physical and social development.

They are slightly below their chronological age in academic and communication development. This may indicate that these children have had special opportunities to develop self-help, but not academic and communication skills. Their greatest needs for "catching up" to their chronological age level are in the areas of academics and communication.

There are great individual differences among the children in all developmental areas, and this wide range occurs both within and among sites. While some children were functioning considerably below their chronological age level, others were functioning considerably above. This suggests that experiences of the kind provided by the Prekindergarten Program should be beneficial in enhancing the development of these children.

The children at the three site categories did not differ in any of the developmental areas. Neither did the 1993 and 1994 children in Site Category I.

Absences

Despite the widespread occurrence of chicken pox in the spring, attendance patterns for many children appeared normal. In fact, 43% of the children had standardized absences of 5% or fewer of the days that the program was in session. Nine children had perfect attendance. However, it must be noted that some children were chronically absent. Approximately 5% of the children missed more than 20% of the days, the equivalent of about two months of school days. When the standardized absences are considered, 28% of the children missed more than 10% of the program, or the equivalent of over a month of school days for the longest programs. While many children attended regularly, and most children of this age have illnesses that require them to miss some school, the chronically absent should be a concern to the Prekindergarten Program. By being on the roll, these children could be depriving other children of the opportunity to be in the program. Because children who miss an exceptional amount of time are not likely to get maximum benefit from the program, the Prekindergarten Program should emphasize the importance of attendance and plan ways of decreasing absences.

The site categories did not differ in the percentage of school days that children were absent. In Site Category I the 1994 group had fewer standardized absences than the 1993 group in the same classrooms and with the same teachers.

Attrition

A record was kept of the sample children who withdrew from the program and the reasons for their withdrawal. Out of the 317 sample children, 38 children withdrew at various times during the year. Because 5 of the children returned, the final number of withdrawals was 33 out of 317, or approximately 10%. The reasons reported for the withdrawals were: 13 moved, 4 disliked the program, 4 were dropped by the program, 1 had a logistical problem, 1 was transferred to kindergarten after a successful heart transplant, and 10 gave no reason.

There were no differences in the proportion of withdrawals for the three site categories. In Site Category I there was no statistically significant difference in the number of children who withdrew from the program in 1993 and 1994.

Remarks

Observations in the classrooms revealed that children were busy, active, happy, and engaged in many learning activities in all sites and site categories. Additionally, school readiness behaviors such as sitting quietly, paying attention, following a schedule, sharing, and interacting appropriately with other children were evident. It appears that the children are developing attitudes, skills, and behaviors that will benefit them as they move into school.

THE FAMILIES

A finding about the families of the Prekindergarten Program is that there are differences among the sites, but not among the site categories. This finding was common among the other components as well.

Although many different household configurations were found, the most prevalent configuration was the single-mother household, with 46% of the families being so characterized. However, almost as many, over 40%, were two-parent households. Most (12%) of the remainder of the households were multi-adult, defined as having one parent and one or more additional adults. These households were comprised predominantly of mother and grandmother. Fewer than 1% of the children lived with foster parents, and about 2% lived with guardians, usually the grandmother.

Almost 1/2 of the households had only 1 or 2 children. Four or fewer children lived in 92% of the households, and the largest number of children living in any household was 6.

Information was obtained on mothers' and fathers' educational levels, employment status, and occupational levels when possible. Approximately 30% of the mothers did not graduate from high school; and an almost equal percentage graduated from high school but had no further education; about 24% of the mothers reported that they had attended or graduated from college or technical school; and the remainder of the mothers did not report their educational level.

Data on educational levels were available on about 60% of the fathers. The fathers for whom data were reported are likely to be a select group, composed of fathers in two-parent households or fathers whose circumstances are known to the mothers who reported the information. Therefore, the findings cannot be generalized to the other fathers. The number of fathers that had not graduated from high school was equal to the number that had graduated but had no further education. Almost 12% had attended college at some time or had had technical training. Three fathers in the sample had graduated from college.

Occupational data were unavailable for about 4% of the mothers and almost 40% of the fathers. Almost 1/2 of the mothers and fathers were reported to be employed. The most recent jobs of the parents were classified according to the Hollingshead-Redlich Occupational Scale[1]. Almost 33% of mothers did not report a recent occupational level, and data on occupational level were unavailable for a large percentage of fathers. Over 1/4 of the mothers work in unskilled labor positions, and most fathers for whom data were reported were working in unskilled and semi-skilled jobs. These data indicate that there is a need for the Prekindergarten Program to assess job training needs and to make parents aware of opportunities to upgrade their education, job training, and employment where appropriate.

Almost 1/4 of the families reported receiving no income from earned wages, while about 1/2 of the families did receive wages from one source. This source could be a working mother, father, or any other adult household member. The single working mother was by far the most common source of the household's wages. Most wages were low enough that many of the mothers also qualified for federal assistance. Almost 1/4 of the households had two sources of income. These wages were most frequently produced by the mother and one other person, such as father, grandmother, or friend. A very small percentage of the sample households had more than two sources of income.

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[1] Hollingshead, A.B. & Redlich, F.E. (1958). Social and mental illness. New York: John Wiley Press.

Over 75% of the families received some type of federal assistance. Approximately 34% received Aid to Families with Dependent Children (AFDC), nearly 1/3 received assistance from the Women, Infants, and Children (WIC) nutrition program, 40% received food stamps, and roughly 1/2 received Medicaid. Others received help with utilities and housing. Approximately 28% received assistance from one source. Close to 50% received assistance from two or more sources.

Parents' attitudes, feelings, knowledge, and behaviors in relation to their children, their children's school and teachers, and community social services were assessed by means of a structured interview. The results indicated that parents thought the health of their children and families is excellent or good. All but three parents said their children "love" or "like" Prekindergarten. The attitudes about community services appear to be neutral to good. On an empowerment question, most parents said they would actively seek help for a problem. Their answers to questions about discipline suggest that these parents are not resorting to physical punishment and would "discuss the problem" with the child or "use time out or take a privilege away." About 90% of the parents have visited the child's classroom, with the average number of visits being more than 10; almost 70% have volunteered to help in the classroom, with the average number of times being almost 5; and over 85% have conferred with the teacher. Most parents found the teacher conferences to be helpful or very helpful. The vast majority say that their children look at books at home both alone and with the parent. Involvement with books occurs at least a few times a week.

Conclusions from this interview are that parents and children are extremely well satisfied with the school and teachers and that most parents are participating in their children's schooling. Also, the disciplinary methods that most parents use are consistent with positive strategies taught in many parenting courses. It is likely that the parent education workshops offered by the Prekindergarten Program have reinforced such strategies. Through their association with the Program, parents may also have learned the importance of having the child involved with books at home, and particularly of child-parent interactions around books.

Comparison of 1993 and 1994 Families

There were no significant differences between 1993 and 1994 on the adult configuration of the homes, the number of adults and the number of children living in the households. An equal proportion of families received no federal assistance in 1993 and 1994. A greater number of the 1994 than 1993 families appears to have received federal assistance from multiple sources.

Almost 30% of the mothers did not report their educational levels in 1993, and over 12% did not report this information in 1994. It is not possible to know how these mothers would be categorized, and the percentage in each category could be different if the data were complete. Of those who reported their educational levels, the mothers appear to be better educated in 1994, including more who had graduated from high school and college and had had some college. Because of the large number of fathers for whom no data were available, a statistical comparison would not be meaningful.

More mothers were employed in 1994 than in 1993. A large number of mothers, many of whom had not worked, did not report an occupational level. Of the mothers reporting information about their last job, more had a higher occupational level in 1994 than in 1993. Of the fathers for whom information was available, there was no difference in either employment status or occupational level between the two years.

Over 30% of the families reported receiving no income from earned wages in 1993, while 23% reported receiving no income from wages in 1994. Although the difference was not statistically significant, it may be suggestive that more families had some wages in 1994 than in 1993.

There were no differences between the 1993 and 1994 families in the receipt of federal assistance, with one exception. More families received Medicaid in 1994 than in 1993. A greater number of 1994 families received assistance from more than one source.

In 1993 parents' attitudes were assessed by means of on-site group interviews by Evaluation Project personnel. In 1994 they were assessed by means of a survey which local family services workers and teachers administered individually. The change in the method of assessment makes direct comparison difficult. A few indirect comparisons between the attitudes expressed by parents in 1993 and 1994 can be made. First, parents had extremely positive feelings about the Prekindergarten Program in both 1993 and 1994. No negative attitudes were expressed about the program in either year. Concerning social services, parents did not express the extremely negative attitudes in 1994 that some had expressed in 1993. This could mean either that the group atmosphere of 1993 was more encouraging of this type of expression or that the agencies have become more sensitive and/or accessible to parents. It is possible that the coordinating councils have influenced the agencies in a positive direction.

THE FAMILY SERVICES COMPONENT

At the 18 Evaluation sites a total of 72 workers provided family services. All sites had a reasonable ratio of family services workers to families. The lowest ratio was 1 to 10 and the highest was 1 to 34.

There were a variety of administrative structures, and many programs had a hierarchy of family services personnel. The titles of the position differed from site to site and within sites. For example, at one site a Lead Family Services Coordinator supervised a number of other family services workers. Some Prekindergarten Programs collaborated with other community agencies. For example, at one site the supervisor of family services was actually employed by DFCS. Several additional people who were not employed by the prekindergarten program nevertheless worked with the prekindergarten families. For example, the PEACH program provided a full time employee to work with families at one site.

The goals of the family services workers were very similar across sites. The most frequently stated goal was to provide services to families. Other goals frequently mentioned were to identify and meet the needs of families, to help parents become self-sufficient, to provide developmentally appropriate education and family support, and to encourage participation in the Prekindergarten Program. The goals stated by the family services workers in the three site categories were very similar.

Of the 72 family services workers, 70 responded to a questionnaire about their functions and activities. Their responses indicated that the vast majority had a family services plan and maintained a resource file. Also, family services workers implement a family needs assessment, track referrals, and follow up on referrals. In contrast, there is a great deal of variation among family services workers in family contacts, caseload, and percentage of time spent with families.

Although most programs have a system for monitoring family services delivery, 1/3 of the programs do not. As with all the other information obtained by the Evaluation, there appear to be more differences among sites within the same site category than among site categories.

A form was developed for use by the family services workers for recording all referrals provided to each sample family. These records indicate that many referrals were made. Families were referred a number of times for the same service and also were referred for multiple services. Out of approximately 317 sample families, 199 were referred for health and medical services a total of 366 times. The most referrals were made in the area of health and medical services, with the next largest categories being education and job training. However, although 32% of the mothers and 22% of the fathers did not graduate from high school, only 18% of these individuals was referred for high school or GED education, and only 20% of the entire sample was referred for all long-term educational programs. One-half of the individuals referred actually started training. It appears that more work needs to be done in finding ways to encourage or enable families to further their education.

The family services workers made a large number of referrals for job training, with multiple referrals being made for some families. At least one referral was made to 55% of the families, and close to one-third of the individuals began training. A question must be raised about the reason that so many referrals in this area were not concluded. It is possible that the family services workers tried to help families complete the referral, but family circumstances prohibited the individuals from participating in the training. Whatever the reason, family services programs might well place an emphasis on helping families to follow through on job-training referrals.

Since family services coordinators are expected to make home visits, data were collected on the number of visits each one made to each sample family. The number of visits varied both within and among most sites, but not among site categories. For all family services workers the number of family visits ranged from 0 to 23 during the school year.

There is much variety among family services workers in education and experience. All had at least the equivalent of a high school diploma. The educational levels ranged from a GED to a Master of Social Work Degree. Most of the programs had family services workers who had prior relevant experience.

Differences between the site categories occurred regarding the educational background of the family services workers. Several programs in Site Category I had family services workers with Masters degrees and training in social work. No program in the other site categories had family services workers at this level.

Comparison of 1993 and 1994 Family Services

The most salient and apparent difference between family services in 1993 and 1994 was the growth that was necessary to support the families in the expanded programs. In 1993 there were 17 family services workers for the seven sites in Site Category I. In 1994 there were 50.

Responses to the Family Services Questionnaire in 1993 and 1994 indicate that a great deal of change has taken place. The administrative structure of family services changed along with the size. Whereas in many programs in 1993 there was only one family services worker who reported directly to the program director, in 1994 all programs except one had several family services workers. In most cases the administrative structure was such that they reported to a supervisor of the family services program, who in turn reported to the Prekindergarten Program Director.

The goals of the family services workers were very similar for the two years. The two most frequently mentioned goals were identical in 1993 and 1994. For the frequency of teacher and family contacts, the caseload, and the percentage of time spent with families, the proportions for each employee are similar for 1993 and 1994.

The 1994 family services programs were much better organized and the activities were systematized to a much greater extent than in 1993. In 1993 about 1/2 of the family services workers indicated that they developed a family services plan and that they had a resource file of service agencies; whereas in 1994 almost all said they developed such a plan and had a resource file. The proportion saying that they have a system for formal needs assessment, recording contacts with families, tracking referrals, and following up referrals is greater in 1994 than in 1993.

Family services programs have greatly improved in service delivery in 1994. This is indicated by an increase in the number of families referred, the number of service providers used, and the number of families who actually began the services for which they were referred. It also appears that the programs were more proactive in reaching out to families and identifying problems in 1994. Also, there was a statistically significant difference between the two years in number of home visits, with more being made in 1994.

Most of the 1993 family services workers remained in their jobs for 1994. One site replaced a non-professional member of their local community with a professional social worker. At another site family services were performed in 1993 by two employees who were teachers in the mornings and family services workers in the afternoons. In 1994 the two employees became full-time teachers, and two persons trained in social work replaced them as family services workers. Although many new family services workers were employed in 1994, they were similar in education and experience to the 1993 family services workers.

THE EDUCATIONAL COMPONENT

The educational component of the Prekindergarten program focuses on both children and parents. Three service delivery models were evaluated: center-based, a classroom model in which 20 children are served by two teachers; home-based, in which services are delivered to children and parents in the home; and a combination of the two models. Of the 18 evaluation sites, 16 were center-based, 2 had both center-based and home-based programs, and 1 of these offered a combination. Most of the center-based classrooms were located in elementary school buildings, but a few were in community facilities.

A questionnaire was responded to by 84 of the 88 classroom teachers at the 18 evaluation sites. The responses indicated that the vast majority (76%) of the teachers use the High/Scope curriculum, with more than half using High/Scope along with other resources, and 20% using High/Scope only. Most of the remaining teachers reported using Creative Curriculum and other resources. Teachers indicated that they were pleased to have a choice of curricula. Most comments reflected the belief that a variety of curricula should be available in order to meet the diverse needs of their students. When asked for the reason for choosing a particular curriculum 61% reported it was because of its child-centered nature. Teachers' comments indicated that they had strong feelings about the importance of a child-centered curriculum for prekindergarten children. Most of these teachers saw their role as determining what learning experiences are appropriate for the children to explore. Many teachers commented that they often include activities they think are essential for the children to experience before entering kindergarten.

Teachers stated that parents are an important component of the Prekindergarten Program. A clear majority (65%) welcome parents to participate whenever they can. A few commented that although they love having parents come to class, it is helpful for scheduling if they know when a parent will be there. Only 12% indicated that they prefer parents' help with outside activities rather than in the classroom.

When asked to identify the area in which they saw the most growth in the children this year, 74% of the teachers cited social/emotional development and many selected communication skills. Several teachers described children who initially responded to frustration with temper tantrums, clenched fists, or tears but later became able to express themselves more appropriately. Other examples included a child who wrote a story about a horse, another who proudly read *The Little Gingerbread Man* to his teacher, and the 4-year-old who learned to tell his teacher, "It is 9:30, time to go outside." Many examples described children who learned to tie their shoes, ride a bike, and use the computer. As a result of this year's experience the teachers thought that the children are better prepared to have a successful kindergarten year.

Teachers thought that parent involvement is a very important and positive aspect of the program. They believed that they were able to offer support to families who needed it, and they found it rewarding to watch diverse populations come together successfully. The teachers have a commitment to the Prekindergarten program. They are pleased about the professionalism of the staff and the support they receive from each other.

The physical features of the classrooms were observed and recorded on a checklist, and the teachers were interviewed concerning their impression of the facilities. All classrooms had art, manipulatives, home living, reading, and a large group gathering area. Over 88% of the classrooms also had dramatic play, listening, and music centers. A majority of the classrooms also had writing and science centers, and a few had computer centers. Teachers expressed satisfaction with their classrooms.

Observations were also made of the outdoor play areas. Over 83% of the classrooms had easy access to an outdoor play area. Over three-fourths of these areas had permanent equipment and appeared safe. Over 60% contained a variety of equipment that was judged to be appropriate for prekindergarten children, but less than half were fenced in.

Teachers in eight of the 18 sites reported using some type of assessment tool with the children. Six of these eight programs used commercially developed, formal assessment instruments and two used locally developed ones. The frequency of administration ranged from one to three times a year, and curriculum planning was the major purpose that the assessments served.

All classrooms had one lead teacher and one assistant teacher. Of this total group of 171 women and 5 men, 32% are African American, 66% are Caucasian, and 2% are Hispanic. All teachers had at least a high school education. Over 80% had at least a bachelor's degree, with over half of these having graduate degrees as well. For the assistant teachers, all but one person reported having at least a high school education. Almost 1/4 of the group furthered their education in a technical school, a few more had some college, and nearly 1/4 completed college or graduate school. Similar to the lead teachers, this group had a variety of prior teaching experience.

A goal of the Prekindergarten Program was to involve parents in their children's programs. To ascertain the extent to which parents engaged in various parent involvement activities related to their children, the center-based teachers were requested to keep records of parent conferences, parents' help in the classroom, informal contacts with parents, and visits by the parents to the class or by the teacher to the home. They were also asked to indicate whether each of these activities was initiated by the teacher or the parent. The records indicated that many parents had contact with the teacher and the classroom. Although most parent-teacher conferences were initiated by the teacher, many were initiated by the parent. The 317 parents volunteered to help with the class 617 times and to help with field trips 619 times. They had over 3000 informal contacts with teachers. There were 1499 parental visits to the class and 270 teacher visits to the homes. Parents were very proactive in involving themselves in their children's programs, and this behavior suggests that they felt comfortable with the teacher and the program.

Another aspect of parent involvement is providing programs that have direct educational and intellectual benefits for the parents themselves. All programs planned and implemented workshops, training sessions, and social events for the parents. Some programs encouraged parents to chaperon field trips and found that the field trips provided new experiences for the parents as well as the children. This type of activity attracted more parents than the traditional workshop or training format. Although at least one program required parents to attend parent meetings regularly, other programs allowed the parents to attend on a volunteer basis.

To guide future programs in producing attractive parent activities, respondents were asked to indicate their most successful parent activity, the best time of day to schedule an activity, and their advice to others about planning parent activities. A wide variety of programs was considered to be successful, and the best time of day varied from site to site. The advice was unanimous in indicating that parent activities should be "hands on," should involve a great deal of parent involvement and activity, should be planned based on input from the parents themselves, and should not be the traditional academic format in which a leader speaks to a group of participants. Some programs also recommended including childcare, refreshments and door prizes.

THE COORDINATING COUNCIL

All sites had a coordinating council composed of members from various community, social service, and educational agencies. For the purpose of describing the coordinating councils, two almost identical questionnaires were administered. One was sent to 259 coordinating council members at the 18 sites and returned by 56% of these members; the other was sent to the 25 coordinating council chairs at the 18 sites and returned by 19 of these chairs. On the questions that the two groups had in common, there was very high agreement between them.

The coordinating councils differed a great deal from each other. The number of meetings held ranged from 2 to 12. The average attendance ranged from 7 to 25. The number of meetings members attended ranged from 3 to 20; the length of time members had served ranged from 8 to 31 months; and the distance members traveled to attend the meetings ranged from 2 to 28 miles, with over half the sites reporting mean distances of 6 miles or less.

The goal of all coordinating councils should be collaboration. Narrative questions asked respondents to describe actions of coordinating council members that exemplified collaboration, actions of particular community agencies that facilitated the operation of the Prekindergarten Program, barriers to collaboration, and actions of particular community agencies that delayed or hindered the operation of the Prekindergarten Program. A variety of responses were given. In most instances the examples of collaboration cited were specific to the needs of a particular community. However, one trend among several sites was collaboration among the Prekindergarten Program and other educational/social services programs that serve young children and families, such as Head Start, Even Start, and Chapter 1. Some examples of collaboration were: "a federal housing site was secured for a new classroom;" "the mental health center offered a psychologist to work with children and parents;" "the Prekindergarten and Even Start councils merged."

Some examples of barriers to collaboration were "lack of participation by members," and "political conflicts between the county schools and Head Start." In some programs particular agencies were cited as being particularly helpful, whereas in others the same agencies were described as being an obstruction to collaboration. For example, in many communities the Prekindergarten Program and the private day care community worked well together. In others, they were at odds with each other.

Both members and chairs generally had positive views about the ability of the coordinating council representatives to work together effectively and cooperatively and to accomplish the goals of the council. They generally viewed the council as being composed of agency representatives who had been given some authority by their agencies and who were understanding, effective, and mutually compatible. Most respondents viewed themselves as being personally and professionally effective, and they indicated that they enjoyed their role on the council.

Comparison between 1993 and 1994

The change in data collection procedures from the first to the second year of the Evaluation precluded statistical comparisons of the objective items on the Coordinating Council Questionnaires. However, all members and chairs from second-year programs (Site Category I and II participants) were asked directly whether there had been any changes in the goals, membership composition, and effectiveness of their coordinating councils from 1993 to 1994. Discrepancies occurred among respondents from the same site. In all but one case, members from the same site disagreed on whether changes had occurred in each of the three areas.

The results of the Coordinating Council Questionnaires showed essentially positive evaluations of the Councils' effectiveness statewide. Evidence was offered to support the view that progress had been made in streamlining procedures, working out interagency relationships, and coordinating services in support of families. Although barriers still exist and improvements are still needed, councils appear to be evolving steadily in a positive direction, but at their own pace and in response to their own goals.

THE KINDERGARTEN CHILDREN

LOCATING THE PREKINDERGARTEN CHILDREN

To begin locating the former Prekindergarten children, each Prekindergarten Program was asked to provide the name of the child's school and classroom teacher. Of the children found, 111 remained in the sample for the entire school year. They were distributed across 32 schools and 80 classrooms.

COMPARISON GROUP SELECTION

The comparison group was selected from the classrooms which the prekindergarten children attended by means of a standard procedure, which is detailed in Chapter 7 of the Report. Using this procedure, a comparison group of children that had not had preschool was randomly selected. Because a stratification procedure was used, the comparison children selected were very similar to the prekindergarten group on ethnicity, gender, and free and reduced lunch eligibility.

A total of 29 children, 14 prekindergarten and 15 comparison, who could be traced and kept in the study, began kindergarten in one location but moved to another during the year. One child in the comparison group moved three times. One prekindergarten and one comparison child moved twice. The remainder moved only once. In these cases the school principals were able to inform the Evaluation project of the children's new school location. Some children moved out of the state or the country and either could not be tracked or information could not be obtained for them. A total of 111 children remained in the prekindergarten group, and an equal number were in the comparison group, at the end of the 1994 school year.

ASSESSMENT

To obtain information about families, a Family Information Form was developed and used with the families of both prekindergarten and comparison children. A letter and the form were sent to the parents via the children's teachers. Although teachers made many efforts to have the parents return the information, 19 comparison and 12 prekindergarten parents did not respond.

For the assessment of children's development, five teacher rating scales were constructed, one for each of the following developmental areas: physical, self-help, social, academic, and communicative development. A determination of the test-retest reliability of the rating scales was made by administering them to 88 elementary school teachers prior to their use in the evaluation. These teachers were administered the scale on two separate occasions, two weeks apart. They were asked to fill in the names of all children in their classrooms and follow the rating directions. The correlations for the scores on the two administrations of the scales ranged from .86 to .92 for the five scales. These correlations indicate that the scales are highly reliable.

Near the end of the school year these scales were provided to all 80 teachers of the prekindergarten and comparison children. Directions were the same as the ones given to the teachers in the reliability study. Teachers were directed to place the names of all children in the class, not just the prekindergarten and the comparison groups, on each of the five scales and to give each child a rating, comparing him or her to all the other children in the class. The scale was forced choice in that the teacher was required to indicate the lowest child by assigning him or her the lowest number, 1, and to indicate the highest child by assigning him or her the highest number, 8. Of the 80 teachers to whom this request was made, 78 completed the ratings and returned the scales to the Evaluation Project. Several further requests, some made even after the 1994-95 school year began, failed to elicit the scales, so that developmental ratings could not be obtained for a total of three children who were in the classrooms of these two teachers.

A questionnaire requesting information about the prekindergarten and comparison children was sent to each teacher. This questionnaire was to be returned during the last week of school after promotion and referral decisions had been made. The names of the children were listed for each teacher, and the teacher was asked to supply the following information for each listed child: date the child started attending the class, number of absences, description of any referrals for special services, and level of school child will attend next year. The questionnaire also included a section for comments. This information was returned for all children in the prekindergarten and comparison groups.

Analysis of the Family Information Form indicated that the parents of the prekindergarten and comparison children are very similar. Chi-squares were computed to compare the two groups on all variables. None of the chi-squares was significant, indicating no differences between the two groups on mothers' and fathers' educational and occupational levels, mothers' and fathers' employment status, adult configuration of the household, number of people living in the household, and number of the child's siblings. To compare the prekindergarten and comparison children on teachers' ratings of physical, self-help, social, academic, and communicative development at the end of the kindergarten year and to determine the effect of ethnicity and gender on the ratings, a 2 (group: prekindergarten, comparison) x 3 (ethnicity: African American, Caucasian, Hispanic) x 2 (gender) multivariate analysis of variance (MANOVA) was computed, with the five scales being the dependent variables. Although the multivariate $\underline{F}$ was not statistically significant, 2 of the univariate $\underline{F}$ tests which followed the MANOVA were significant. The significant tests were for teachers' ratings of physical development and teachers' ratings of academic development. Also, the prekindergarten group had higher scores than the comparison group in all five areas of development. By chance alone, each of the two groups should have had an equal probability of having a higher mean for a given scale. A nonparametric sign test determined that the probability of all 5 means favoring the prekindergarten group is less than .05 ($\underline{p} = .03$). Thus, in terms of the number of higher means, there is a significant difference between the two groups, with the prekindergarten group having the higher number.

The most conservative interpretation of the MANOVA main effects is that there were no statistically significant differences in the magnitude of the scores between the prekindergarten and comparison groups, the African American, Caucasian, and Hispanic children, nor the boys and girls on the five developmental rating scales. The finding that the interactions between group, ethnicity, and gender were not significant indicates that Prekindergarten did not affect boys and girls or the ethnic groups differently.

Very high correlations among the developmental scale scores led to the notion that one score is representative of all the scores. A factor analysis was computed for the five scores, and a single factor explained from 81% to 91% of the variance on the five scales. The difference between the prekindergarten and the comparison group on this factor, which was named Development, approached significance, $\underline{p} < .10$, with the prekindergarten group having the higher Development score.

The prekindergarten and comparison children were compared on absences at the end of the kindergarten year by means of a one-way ANOVA. The $\underline{F}$ was significant, indicating that the prekindergarten children had fewer absences than the comparison children. The two groups were also compared on the number of referrals for special services at the end of the kindergarten year. The number of children who were referred were equal for the two groups, with about one-fourth of each group being referred for some kind of service. A few children in both groups had multiple referrals.

The prekindergarten and the comparison children were compared on promotion to the first grade at the end of the kindergarten year. Although a higher percentage of the comparison (17%) than the prekindergarten (5%) children failed to be promoted to first grade, the difference was not statistically significant.

The relationships among teacher ratings of the five areas of development, kindergarten absences, referrals for special services, and promotion decisions for the prekindergarten and the comparison groups were examined by correlating every variable with all other variables. The correlations were essentially identical for both groups. All variables are significantly correlated.

The high correlations among the developmental rating scores indicate that teachers perceive a great deal of continuity in the different types of development within a child. Significant negative correlations between absences and both the developmental scores and promotion decisions indicates that school attendance is very important to both prekindergarten and comparison children's success.

The Evaluation made an effort to determine which factors in the Prekindergarten affect performance in kindergarten. Because kindergarten absences have been shown to be so important to developmental ratings, promotion, and referral, it was hypothesized that Prekindergarten absences also would be related to these variables. A correlation was computed between Prekindergarten absences and each of the kindergarten variables for the children who had been in classroom-based Prekindergarten Programs. (Children in home-based programs could not have absences from Prekindergarten classes). The only significant correlation was between absences in Prekindergarten and absences in kindergarten. However, this is an important finding which indicates that children who have large numbers of Prekindergarten absences are also likely to have frequent kindergarten absences, and kindergarten absences are related to the other performance variables. This suggests that the Prekindergarten Program, as well a kindergarten classes serving these children, should make special efforts to promote attendance.

In an effort to determine whether parent involvement in Prekindergarten affects performance in kindergarten, eight regression analyses were computed. In each of the regression analyses the independent variables were: number of times parents attended parent education meetings, number of times parents volunteered to help in the classroom, number of times parents had conferences with teachers, and number of times parents had informal contacts with teachers. The dependent variables in the regression analyses were: developmental ratings in the five areas, absences, promotion, and referrals. All multiple correlation coefficients were low and nonsignificant, indicating that kindergarten performance cannot be predicted from the parent involvement measures in Prekindergarten. However, it must be pointed out that, during that first year of operation, some of the Prekindergarten Programs were unable to keep accurate records of parent involvement. The 1994 records are likely to be more accurate, so that reliable data are expected when these analyses are repeated next year for the new group of kindergartners.

To determine whether prekindergarten children from classroom-based programs differed from prekindergarten children from home-based programs the two groups were compared on the developmental rating scores, absences, promotions, and referrals. None of the analyses yielded significant results, indicating that classroom-based and home-based children did not differ on these two variables.

REMARKS

Information collected on the kindergarten children and parents in 1994 should be considered preliminary. One reason is that this group of participants was enrolled in Prekindergarten for less than a full school year, since programs became operational at different times. Also, because the Evaluation did not begin until January of that school year, there was an effort to collect as much data as possible within a very short period, with little time to hone and refine data collection procedures in the way that was accomplished later. During that first year, a relatively small sample of 135 children and families from only seven programs was selected for study. With attrition over the two years, the final number remaining in this group through the end of kindergarten was 111.

The 1995 year will begin a much more definitive evaluation of long-term effects of the Prekindergarten Program. In 1995 former Prekindergarten children will be from Prekindergarten programs that began early in the 1994 school year. These programs were better prepared, for their personnel had had more training, experience, and/or time for refining their intervention strategies. Also, in 1994 the major Evaluation effort was applied to collecting reliable data on a large sample of families and children. That Evaluation sample began with 317 Prekindergarten children from 18 programs. This enlarged sample size will increase the reliability of the 1995 kindergarten data.

GEORGIA PREKINDERGARTEN

1994

PROGRAM EVALUATION

◆ GEORGIA PREKINDERGARTEN PROGRAM EVALUATION

presented to the
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We could not have produced the work reported in Section 2 of this report without the help and cooperation of the principals and kindergarten teachers whose names appear on the next pages.

Finally, we offer our heartfelt thanks and best wishes to the children and parents of Georgia's Prekindergarten Program and to children and parents of the kindergarten children in this evaluation.

We greatly appreciate the help of the principals and kindergarten teachers in the schools in which the kindergarten children were enrolled. Their names appear below.

BIBB COUNTY

Hartley, Matilda Elementary
Principal: Ms. Areatha Nanton
Teachers: Ms. Seltzer
Ms. Woolfork
Ingram\Pye Elementary
Principal: Ms. Mildred Howard
Teacher: Ms. NeSmith
Burghard, Minnie Elementary
Principal: Gail Gilbert
Teacher: Ms. Harvey
Bruce, Charles H. Elementary
Principal: Ms.Deotha Campbell
Teachers: Ms. Garnett
Ms. Talbert
Ms. Turner
Ms. Watkins

CLARKE COUNTY

Alps Road Elementary
Principal: Dr. Elizabeth Godwin
Teachers: Ms. Chester
Dr. Uhde
Barnett Shoals Elementary
Principal: Mrs. Sherry Malone
Teachers: Ms. Lanier
Ms. Lovell
Ms. Neely-Norman
Barrow, David C. Elementary
Principal: Mrs. Barbara Wright
Teachers: Ms. Mack
Cleveland Road Elementary
Principal: Mrs. Juanita Floyd
Teacher: Ms. Hall
Fourth Street Elementary
Principal: Dr. Maxine Easom
Teachers: Ms. Caldwell
Ms. Messing
Ms. Sosebee
Ms. Strickland

CLARKE COUNTY (CONT.)

Fowler Dr. Elementary
Principal: Mrs. Patricia Brown
Teachers: Ms. Johnson
Ms. Praeger
Timothy Elementary
Principal: Dr. Tom Davis
Teachers: Ms. Crawford
Ms. Wilson
Whit Davis Road Elementary
Principal: Mrs. Lola Finn
Teachers: Ms. Atyeo
Ms. Chrisp
Whitehead Road Elementary
Principal: Mrs. Vivian Alford
Teacher: Ms. Jeffreys

Winterville Elementary
Principal: Mr. Thomas Brown
Teacher: Ms. McConnell

DECATUR CITY

Fifth Avenue Elementary
Principal: Mr. Julian E. Relf
Teacher: Ms. Robinson

FULTON COUNTY

Mimosa Elementary
Principal: Mrs. Linda B. Markwell
Teachers: Ms. Hartford
Ms. Parker
Roswell North Elementary
Principal: Mrs. Martha P. Paris
Teachers: Ms. Hendrickson
Ms. Leach
Woodland Elementary
Principal: Mr. Larry Land
Teacher: Ms. Lawther

GLYNN COUNTY

Altama Elementary
Principal: Mr. F. Micheal Atkinson
Teachers: Ms. Burch
Ms. Holland
Ms. Roberson
Ballard Elementary
Principal: Dr. Joyce Coleman
Teachers: Ms. Bullington
Ms. Lewis
Ms. Lomis
Burroughs Molette Elementary
Principal: Ms. Thelma Crosby
Teachers: Ms. Bostick
Ms. Cawley
Ms. Fallstrom
Ms. Measley
Golden Isles Elementary
Principal: Dr. Ken Jones
Teachers: Ms. Berry
Ms. Clark
Ms. Culpepper
Ms. Jones
Ms. Hipchen
Goodyear Elementary
Principal: Mrs. Dorris Willis
Teachers: Ms. Anderson
Ms. Butler
Ms. Dugger
Ms. Snow
Glyndale Elementary
Principal: Ms.Gerry McKenzie-Egger
Teachers: Ms. Barnes
Ms. Evitt
Ms. Neugebauer
Ms. Redding
Ms. Strickland
Greer Elementary
Principal: Ms. Jackie Frazier
Teachers: Ms. Adams
Ms. Bennett
Ms. Hawthorne
Ms. Miller
Ms. Smith

GLYNN COUNTY (CONT.)

Springwood Farms Country Day School
Director/Teacher: Angie Morris
St. Simons' Elementary
Principal: Mr. Gene Tomberlin
Teachers: Ms. Bostock
Ms. Lane

GWINNETT COUNTY

Lilburn Elementary
Principal: Ms. Sandra Levent
Teacher: Ms. McCorckle
Peachtree Elementary
Principal: Ms. Maureen DeLoach
Teacher: Ms. Glassman

JACKSON COUNTY

Jackson County Elementary
Principal: Mr. Lamar Langston
Teacher: Ms. Kelly
Maysville Elementary
Principal: Mr. Walker Davis
Teacher: Ms. Dobson

LAMAR COUNTY

Lamar County Elementary
Principal: Mrs. Donna Edwards
Teachers: Ms. Buffington
Ms. Holmes
Ms. Jordan
Ms. McDaniel
Ms. Turner
Ms. Washington
Ms. Wilson

NINTH DISTRICT

Banks County Primary
Principal: Mr. Jimmy Hooper
Teachers: Ms. Cagle
Ms. Gorham
Ms. Hinson
Ms. Parson
Ms. Stover

NINTH DISTRICT(CONT.)

Dawson County Primary
Principal: Mr. Nicky Gilleland
Teachers: Ms. Brechter
Ms. Edenfield
Ms. Mashburn
Ms. McCrary

Nix, Jack P. Primary
Principal: Mrs. Jeanette Dixon
Teachers: Ms. Aiken
Ms. Hirschi
Ms. McLean
Ms. Peloquin
Ms. Truelove
Ms. Welsch
Ms. Young

WAYNE COUNTY

Bacon, James E. Elementary
Principal: Mr. Earl Richardson
Teacher: Ms. Weathers

THE GEORGIA PREKINDERGARTEN PROGRAM AND EVALUATION

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THE GEORGIA PREKINDERGARTEN PROGRAM AND EVALUATION

INTRODUCTION

THE FIRST YEAR, 1992-93

The Program. During the 1992-93 school year (subsequently designated 1993), a pilot Prekindergarten Program for 4-year-old children and their families began in Georgia. The Georgia Department of Education initiated this program by issuing a request for proposals, which included guidelines and criteria for participation, to all school systems and child care agencies in the state. From the proposals received, 20 grantees were awarded contracts to implement programs.

Because grantees represented different areas of the state and were afforded the flexibility to tailor their educational and social services to the needs of their communities, these programs varied considerably from each other. The 20 programs differed in service delivery models, curricula, number of classrooms, number of families and children included, the location and size of the geographical area encompassed, and the educational and experiential backgrounds of teachers and family services workers. The staff at each site considered its program to be the best fit for the community in which it was located, and staff morale and motivation were high.

A commonality among grantees was that all had the goal and motivation to provide a comprehensive program that addressed a broad range of community and family issues. All provided social and educational services to families, and all used a coordinating council composed of representatives from social services agencies and other community groups to facilitate service delivery to families. They also implemented a developmentally appropriate educational program for 4-year-old children whose parents were eligible for public assistance or who were referred by a social service agency.

The Evaluation. Along with the Georgia Prekindergarten Program, the evaluation also began during the 1993 pilot year. Although the long-term goal of the evaluation was to assess the efficacy of the Prekindergarten Program as the children progressed through third grade, the first year focused on describing all facets of the Prekindergarten Program. Children, families, the educational component, the social services component, and the community coordinating councils were studied and described. Observations, interviews, questionnaires, and other procedures were developed; data were collected and analyzed; and a comprehensive report, which described the Prekindergarten Pilot Program, was written.[1]

THE SECOND YEAR, 1993-94

The Program. The procedure for selecting grantees in 1993-94 (subsequently designated 1994) was a replication of the first-year's procedure; that is, proposals were solicited for program implementation from school systems and child care agencies throughout the state. The original grantees were eligible to reapply for a second-year's funding for either a continuation of their existing programs or for a change or expansion of their programs. Many of the 20 original grantees expanded to include a larger geographical area and/or to add new classrooms within the original geographical area, increasing the size of the original programs. Because new programs were begun by many school systems and agencies, the number of grantees grew from 20 in the first year to 120 in the second year. Thus, the Prekindergarten Program had a dramatic increase in size during the second year. The 1994 Program Guidelines issued by the Georgia Department of Education appear in Appendix A.

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[1] Quay, L.C. & Kaufman-McMurrain, M. (1993). Georgia Prekindergarten Program Evaluation. (Contract No. 940996). Atlanta, GA: Georgia State Board of Education.

The overall goal of the program has been consistent over the two years, with the major objectives for both years being to provide educational experiences for both the children and their families, to support families in meeting their other needs, to empower families to become self-reliant, and to facilitate the responsiveness of community agencies to families and children.

The Evaluation. The evaluation during the second year had two broad objectives. The first one was to describe all facets of the Prekindergarten Program: the children, families, educational activities, family services, and coordinating councils. To accomplish this objective, the sample of sites was expanded to reflect the existence of three distinct groups: sites in their second year that had been evaluated during their first year, sites in their second year that had not been evaluated during their first year, and sites starting their first year (new programs).

To describe the expanded Prekindergarten Program, many procedures were used. Instruments developed during the first year of the evaluation were used either in their original or in a refined form. Some new instruments were developed. (See Appendix B for all instruments except the Developmental Profile II, which is a protected assessment instrument.) Visits were made to each site, and many communications were exchanged with program directors, teachers, family services coordinators, other members of the professional staff, and parents. Information was obtained concerning program goals, activities, and perceived needs, as well as about the staff, children, families, physical facilities, educational activities, and social services. An advisory committee, comprised of program personnel from nine sites, provided a great deal of information about the goals and procedures of the program. This committee also gave counsel about important characteristics to study, both during the prekindergarten year and later as the children progress through school.

The second objective was to begin to assess broad outcomes, that is, to evaluate the long-term effects of the program on family and child well-being and community change. Some long-term goals of the evaluation are to test the predictions that: (a) the prekindergarten experience will enhance children's feelings of well-being, their motivation and ability to learn, and their opportunities to become productive citizens; (b) Prekindergarten parents will be more comfortable and effective in participating in their children's schooling; (c) the Prekindergarten Program will empower families to become self-reliant, either in their ability to obtain needed services or in their skills to seek educational and job opportunities; and (d) Prekindergarten parents will report streamlined community service delivery as evidence of collaboration among local agencies.

To accomplish the second objective, last year's Prekindergarten children, who had advanced to kindergarten, were located. Then a socioeconomically comparable group of children who had not attended preschool, was selected for comparison. Both groups were from the same classrooms. To obtain information about families, a questionnaire was developed and used with families of both the former Prekindergarten children and the comparison children. To compare the former Prekindergarten children with the comparison children, teachers described the progress of both groups.

PLAN OF THE REPORT

This report is presented in three major sections. The first describes the Georgia Prekindergarten Program of 1994. It is divided into 6 chapters. Chapter 1 describes the sites in the evaluation sample; Chapter 2, the children; Chapter 3, the families; Chapter 4, family services; Chapter 5, educational activities; and Chapter 6, the coordinating council. Each of these chapters has two major sections: one describes three groups of 1994 programs; the other compares the 1993 and the 1994 findings in the group of programs evaluated both years.

The second section consists of one chapter about the children who were in kindergarten in 1994. It describes the selection of the comparison group, the procedures used to compare the former Prekindergarten and the comparison children, and the results of the comparison. The third section summarizes the report.

The purpose of the evaluation is to describe and assess the statewide Prekindergarten Program. Therefore, most of the information presented in this report is either for a combination of all programs or for groups of programs clustered on the basis of whether they were formally evaluated in 1993. For the kindergarten classes, children and families are only identified as being in the former Prekindergarten or the comparison group. Their location is not designated.

The Evaluation team has a serious commitment to confidentiality. With the exception of demographic descriptions of the sites and kindergarten classrooms, locations are identified only with permission of the program director or by randomly assigned letters. When individual children and families are discussed for illustrative purposes, they are designated by randomly assigned letters or fictitious names.

Section 1

Prekindergarten

CHAPTER ONE

THE PREKINDERGARTEN SITES

Zigler and Muenchow[2] pointed out that an in-depth study of a manageable sample yields far superior results to a cursory study of an entire population. In both 1993 and 1994, representative samples of grantees were used in the evaluation of the Prekindergarten Program. For the 1993 evaluation, 7 grantees were selected to represent the original 20 pilot grantees. For the 1994 evaluation, a representative sample of 18 grantees was selected from the total population of 120 grantees.

For both evaluation years, the sample grantees were selected by the Georgia Department of Education to reflect the diversity in the program. In 1993 and in 1994 the particular selection was made so that the sample grantees would:

a. represent both rural and urban communities;
b. include different ethnic groups;
c. represent different geographical areas of the state;
d. include each service delivery model (home-based, center-based, and combination of home- and center-based);
e. include representation of each type of grantee agency (school system and child care agency);
f. have comparable nonparticipants who could be selected as members of a comparison group in the following years.

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[2] Zigler, E., & Muenchow, S. (1992). Head Start: the inside story of America's most successful educational experiment. New York, NY: Basic Books, Harper Collins Publishers.

For the 1994 evaluation, an additional selection criterion was used: programs had to be selected from grantees having three different types of experience prior to 1994. They were categorized for the purpose of this evaluation as belonging to Site Category I, Site Category II, or Site Category III as defined below.

a. **Site Category I:** second-year programs that had been in operation and had been participants in the Prekindergarten Evaluation Project during the previous year,

b. **Site Category II**: second-year programs that had been in operation but had not been participants in the Prekindergarten Evaluation Project during the previous year,

c. **Site Category III**: first year (new) programs that had not been in operation.

Sites were drawn from these three categories to assure that the evaluation would be representative of the programs statewide. It was important for the evaluation to reflect two criteria: years in operation and years in the evaluation. Such selection permitted comparisons to be made between groups of new and experienced grantees and between groups of evaluated and non-evaluated grantees having the same amount of operational experience. It also allowed a comparison of all facets of the 1993 and the 1994 Site Category I programs, which were evaluated both years. The specific roles played by the programs in each site category are described below.

Site Category I. This site category was selected for the 1994 evaluation because all seven programs that it includes were evaluated in depth during 1993. These programs were selected again in 1994, first, so that comparisons could be made between them and a group of programs (Site Category II) that had the same amount of operational experience but had not participated in the Evaluation. It was hypothesized that since Site Category I programs were aware of the accountability requirements of the Evaluation, they would be superior to Site Category II programs in terms of efficiency of operation and reporting their accomplishments.

The second reason for selecting these grantees again in 1994 was to permit comparisons between the 1993 and 1994 programs. It was hypothesized that the experience of operating the program during 1993 would provide opportunities for learning and development that would benefit programs in 1994.

Special consideration had to be given to controlling variables that might confound the results of the two comparisons. Many of the original grantees expanded their programs in the second year. This meant that new classrooms, staff, and even communities may have been added. To assure comparability of operational experience, this site category included only those portions of each program that were operational in both 1993 and 1994. Fortunately, all 1993 classrooms remained intact in 1994, and the 1993 teachers remained in the same classrooms in 1994 with two exceptions. At two different sites, two teachers (a lead teacher and a paraprofessional) who had worked together in a single classroom in 1993 each became lead teachers in separate classrooms in 1994. Because both teachers were involved in the 1993 program, both classrooms were selected for 1994, with an equal number of children chosen from each of the two classrooms.

An example of the importance of this selection procedure is illustrated by the comparison of children's absences in 1993 and 1994. The 1993 children had significantly more absences than the 1994 children. Because the classrooms and teachers were the same and the children came from the same neighborhoods, the difference could not be explained on the basis of teachers, classrooms, or characteristics of people in particular neighborhoods. Therefore, some other reason had to be sought for the difference. One possible reason is that more of these sites provided transportation in 1994 than in 1993. Another possibility is that a greater number of family services workers in 1994 were able to provide more encouragement for attendance. These explanations would not have been as plausible if other factors (such as nicer teachers or children coming from more stable neighborhoods) had not been controlled.

Site Category II. This site category is also comprised of programs from the original 20 pilot programs. Although these programs were in operation during 1993, they were not included in the evaluation. They were selected in 1994 so that a comparison could be made between them (the non-evaluated programs) and the Site Category I (evaluated) programs to assess the ways in which the two program categories differed. These programs were also compared to the new programs in Site Category III.

Site Category III. This site category was comprised of programs that first opened during 1994 and were not in operation during the previous year. They were selected so that new programs could be compared with the programs in the other site categories that had a year's experience.

PROGRAM DESCRIPTION

Tables 1A, 1B, and 1C name and describe the programs in each site category in terms of the administrative agency, service delivery model, number of children served, number of classrooms, date of the first day of school under the 1994 grant, and the number of days that children could actually attend school (from the beginning date through June 1).

TABLE 1A

DESCRIPTION OF SITE CATEGORY I* GRANTEES
(SUMMARY)

SITE	PROGRAM TYPE	NUMBER OF CHILDREN SERVED	NUMBER OF CLASSES	BEGINNING DATE	NUMBER OF DAYS THAT CHILDREN COULD ATTEND SCHOOL [A]
Bibb County Public Schools	Classroom	41	3	Classroom 1 - 10/4/94	149
				Classroom 2 - 8/23/94	178
				Classroom 3 - 1/3/94[B]	98
Decatur City Schools	Classroom	68	4	8/23/93	174
Glynn County Board of Education	Classroom Home Combined	53 58 (24)	3 - -	8/24/93	178
Lamar County Schools	Classroom	58	3	8/25/93	178
Ninth District Opportunity, Inc.	Classroom Home	658 (Total)	36 -	Classrooms 1 & 2 - 10/18/93	140
				Other classrooms - varying dates	various numbers less than 140
North Fulton Child Development Center [C]	Classroom	30	3	8/23/93	188
Youth Empowerment Systems, Inc.	Classroom	142	8	9/7/93	190

* Sites that were operational and evaluated in 1993.

[A] Beginning date through June 1, 1994.

[B] These classrooms were not in the Evaluation Sample.

[C] Some of the prekindergarten children are integrated with other children in the center.

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TABLE 1B

DESCRIPTION OF SITE CATEGORY II* GRANTEES
(SUMMARY)

SITE	PROGRAM TYPE	NUMBER OF CHILDREN SERVED	NUMBER OF CLASSES	BEGINNING DATE	NUMBER OF DAYS THAT CHILDREN COULD ATTEND SCHOOL [A]
Carrollton City Board of Education	Classroom	30	2	8/24/93	180
Coffee County Board of Education	Classroom	33	2	8/23/93	178
Jackson County Human Resources Council	Classroom	39	2	8/16/93	174
Muscogee County Schools	Classroom	48	3	8/30/93	180
McIntosh Board of Education	Classroom	40	2	8/24/93	178

* Sites that were operational but not evaluated in 1993.

[A] Beginning date through June 1, 1994.

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TABLE 1C

DESCRIPTION OF SITE CATEGORY III* GRANTEES
(SUMMARY)

SITE	PROGRAM TYPE	NUMBER OF CHILDREN SERVED	NUMBER OF CLASSES	BEGINNING DATE	NUMBER OF DAYS THAT CHILDREN COULD ATTEND SCHOOL[A]
Emanuel County Schools	Classroom	68	4	10/11/93	154
Gordon/Calhoun Collaborative	Classroom	84	6	11/1/93	129
Dekalb County Schools	Classroom	136	7	10/18/93	136
Sheltering Arms: Grady Cluster	Classroom	26	2	8/23/93	201
Newton County Schools	Classroom	38	2	10/4/93	146
Tift County Board of Education	Classroom	20	2	10/28/93	154

* Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

[A] Beginning date through June 1, 1994.

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It can be seen from Tables 1A, 1B, and 1C that most of the programs were in public schools in contrast to child care agencies. The delivery system was mainly classroom-based, with only two programs having a home-based component. Glynn County was unique in that it used three different delivery systems: classroom-based, home-based, and a combination of classroom- and home-based.

The number of children served ranged from 30 to 658. The North Fulton Child Development Center accommodated 30 Prekindergarten children in three different classrooms, but some of these children were integrated with children who were not funded by the Prekindergarten Program. No program had fewer than two classrooms. Many programs had more classrooms in 1994 than in 1993, and for some the increase was dramatic. For example, Ninth District Opportunity, Inc. increased the number of classrooms from 2 in 1993 to 36 in 1994; and Youth Empowerment Systems, Inc. doubled the number of classrooms from 4 in 1993 to 8 in 1994.

Dates of beginning and ending and the number of vacation days varied from program to program. Some programs started before they actually received the state funds that had been assured, but others did not have the facilities ready to begin until well after the funds were received. Although most programs began sometime in August and ended the last of May, many received an extension to continue through the end of June. Additional summer funding was also available. Many grantees elected to close at the end of the school year for approximately 2 weeks, start again toward the middle or end of June, and finish the summer program toward the last of July.

Three grantees had a 12-month grant. Two of these, North Fulton and Sheltering Arms: Grady Cluster, are community child care centers that integrate the Prekindergarten program with their regular operation, which continues throughout the year. Sheltering Arms closes only on major holidays: Christmas, Thanksgiving Day, New Years Day, the Fourth of July, Veterans' Day, Labor Day, and Memorial Day. The North Fulton program is very similar except that it has a week's break at Christmas.

Lamar County, the other grantee that operates all year, is school-based. The program creators thought that it was important for children and families not to lose contact with the program for more than 2½ weeks at a time. Therefore, Lamar County's program runs for a 12-month period with four time-off or "vacation" periods, with three of these periods being 2 weeks in length and the other, 2½ weeks. The program also provides an opportunity for children to attend school even during the time-off periods, since many of these parents cannot afford to take time off from the textile mill for the time-off periods. An average of 12-15 children attends during these time-off periods.

Traditional school-based programs operate from the last of August to the end of June with two or three 1-week breaks and several additional 1- or 2-day breaks for major holidays. The children are able to attend these programs approximately 180 days during the period funded by a single grant.

Programs are permitted to request an extension of the grant to operate for a period during the summer. Nine of the 18 programs do not operate through the summer. Of these programs, four operated through the end of June, with the 3 weeks after the end of the traditional school year being voluntary for the Prekindergarten children. All grantees not having summer programs reported that they plan to submit requests for summer funding in 1995 so that they will be able to operate all year. Many of the Site Category III (new) programs did not offer summer sessions in 1994 and are using much of the summer to plan and prepare for a significant increase in enrollment next year. For example, Muscogee County reports that it is planning to increase the number of children in the program from 50 in 1994 to 400 in the next school year.

All classroom- or center-based programs operate for 5 days each week. The parents in the home-based programs have sessions once a week. The number of hours a day for the formal part of the program ranges from 4.5 to 8. However, many sites offer extended day care and may be open from 6:00 or 7:00 A. M. until 6:00 or 7:00 P. M. North Fulton, Sheltering Arms, Lamar County, and Clarke County provide up to 6 hours of extended care daily. For example, the Lamar County Program is open from 6:30 A. M. to 6:30 P. M.

Such variation as that described above suggests that programs are aware of the problems, needs, and opportunities of their constituents. Time is necessary for some programs (particularly new ones) to evaluate the importance of developing particular activities in response to the needs of their communities. Others have already made changes to accommodate to local circumstances.

CHAPTER TWO

CHILDREN

This chapter is about the children in the Prekindergarten Program. Although the entire population of children in the 18 sites will be described briefly, a sample of 317 children selected for in-depth study will be the major focus of the chapter. The plan of the chapter is to present: (a) the rationale and procedure for selecting the sample children, (b) the procedures used to obtain information about the children, (c) a brief description of the population of children from which the sample was selected, (d) a description and comparison of the sample children in the three different site categories described in Chapter 1, (e) a comparison of the children in the 1993 and 1994 samples in Site Category I, which is comprised of programs that were evaluated in 1993, and (f) case studies to illustrate the characteristics of the children in the program.

SAMPLE SELECTION

The sample children were selected from programs grouped into Site Categories I, II, and III, as described in Chapter 1, to ascertain how the children in 1994 compared: (a) to each other in programs that had been evaluated in 1993 and in programs that had been operational but not evaluated in 1993; (b) to each other in sites that had 1993 programs and in sites that had not had 1993 programs; and (c) to the 1993 children in the programs that were evaluated both years.

So that sample children could be selected, forms for the submission of class rosters were sent to all participating classrooms and home-based programs at the 18 sites. Teachers were requested to specify on these rosters the gender, ethnicity, and special characteristics of each child in the class. Special characteristics included variance from age 4, disability, giftedness, foster home placement, or any other exceptionality or feature thought to be important.

In the two site categories that were new to the evaluation, Site Categories II and III, rosters were obtained from every classroom. In Site Category I, rosters were requested and obtained only from the returning teachers, not from new teachers in classrooms that were added when the programs expanded in 1994.

A random sample of children, stratified for gender and ethnicity, was selected from the rosters. The number selected from the programs in Site Category I was 137; Site Category II, 90; and Site Category III, 90. The number of children selected from each program was based on the total number of children enrolled in the 1994 program on November 1, 1993. This target date was used so that the Evaluation could be started and finished in a timely manner. The larger programs were represented by a greater number of children than the smaller programs because the number in the sample was proportionate to the number in the population.

In Site Category I, even though the children were selected only from classrooms continuing from 1993, the number of children selected from each program was based on the total number of children in that program on November 1, 1994. Thus, the number selected from each classroom in Site Category I was proportionately larger than the number selected from each classroom in the other two site categories. This was because Site Category I had a significantly larger over-all enrollment than the other two categories and the children were selected from a limited number of its classrooms. In the other two site categories the sample children were selected from the entire population. Table 2 presents the number of children in the expanded population, the population from which the sample was selected, and the sample.

TABLE 2

NUMBER OF CHILDREN IN THE TOTAL POPULATION, THE POPULATION FROM WHICH THE SAMPLE WAS SELECTED, AND THE SAMPLE

SITE CATEGORY	TOTAL POPULATION	POPULATION FROM WHICH THE SAMPLE WAS SELECTED	SAMPLE
Site Category I*	1108	345	137
Site Category II**	190	190	90
Site Category III***	372	372	90
TOTAL	1670	907	317

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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DATA COLLECTION PROCEDURES

A form (Form Q) for obtaining information on gender and ethnicity for all children was sent to the 18 programs well after all classrooms had become operational. After the sample children were drawn from these rosters, several procedures were used to collect data about them. A Child and Family Information Form (Form I) was developed, and family services workers at the sample sites supplied the requested information either from reviewing admission records or from interviewing the parents directly. In cases where forms were returned incomplete, program personnel were contacted individually for follow-up. For example, if a form indicated that a family was not receiving public assistance, the program was questioned about the criterion it used for admitting the child.

Two forms were developed for recording health and immunization information. Form J requested information about chronic conditions, medications, and immunizations. Form K focused on the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) health evaluations. An assessment of each child's developmental status was obtained using the Developmental Profile[3]. Each teacher provided attendance data, and all programs supplied the reason that any child withdrew from the program.

POPULATION DESCRIPTION: 1994

The information in this section will include a description of the age, gender, ethnicity, and special characteristics of the entire population of the 1670 children in the 1994 evaluation sites. The programs in the three site categories will be compared on these characteristics.

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[3] Alpern, G., Boll, T., & Shearer, M. (1992). Developmental Profile Manual. Los Angeles: Western Psychological Services.

AGE

No child in the population was reported on the rosters to be outside the range of 4 years of age. However, after the sample was selected, the birth dates revealed that a few children were outside this range. These data, available for the sample only, will be described in the section on the sample.

GENDER

Table 3 presents the frequency and percentage of boys and girls in the population of each of the site categories and in all sites combined. Chi-squares comparing the three site categories were not significant, indicating that all three site categories had equal proportions of boys and girls. However, across site categories, significantly more boys than girls were in the program, χ^2 (1) = 17.31, $p < .001$. The reason for this disproportionate number of boys in all site categories is not known.

ETHNICITY

Table 4 presents the frequency and percentage of children in different ethnic groups in the three site categories and in the total population of all 18 evaluation sites. The multiracial ethnic category was used to denote parents' declaration that the child's ethnicity was a combination of two different racial groups. A chi-square test comparing the three site categories was significant, χ^2 (4) = 39.83, $p < .001$. Partitioning the contingency table into smaller segments as recommended by Kimball[4] revealed that there was no difference between Site Categories II and III. However, there was a difference between Site Category I and the combined Site Categories II and III. Inspection of the contingency table revealed that Site Category I had

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[4] Kimball, A. W., Short-cut formulas for the exact partition of χ^2 in contingency tables. Biometrics, 1954, 452-458.

TABLE 3

FREQUENCY AND PERCENTAGE OF BOYS AND GIRLS IN THE TOTAL POPULATION OF THE 18 EVALUATION SITES

GENDER	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Boys	614	55.4	108	56.8	198	53.2	920	55.1
Girls	494	44.6	82	43.2	174	46.8	750	44.9
TOTAL	1108	100.0	190	100.0	372	100.0	1670	100.0

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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TABLE 4

ETHNICITY FOR THE TOTAL POPULATION IN THE 18 EVALUATION SITES

ETHNICITY	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
African American	495	44.7	122	64.2	219	58.9	836	50.1
Caucasian	530	47.8	59	31.0	130	34.9	719	42.9
Hispanic	65	5.9	6	3.2	12	3.2	83	5.0
Asian	9	0.8	0	0.0	7	1.9	16	1.0
Multiracial	9	0.8	3	1.6	4	1.1	16	1.0
TOTAL	1108	100.0	190	100.0	372	100.0	1670	100.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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proportionately more Caucasians and fewer African Americans and Site Categories II and III had proportionately more African Americans and fewer Caucasians. The major contributor to this difference was a very large Site Category I program in the northern part of the state where the majority of residents are Caucasians.

ETHNICITY AND GENDER

Table 5 shows the frequency and percentage of boys and girls in each of the ethnic groups in the population of the three site categories combined. Chi-squares comparing the number of boys and girls in the various ethnic groups were not significant, indicating that boys and girls were equally distributed among the ethnic groups.

SPECIAL CHARACTERISTICS

Teachers in all the classrooms from which the sample was selected indicated for each child on their class rosters any special characteristic, such as variance from age 4, disability, giftedness, foster home placement, or any other exceptionality or feature thought to be important. Figure 1 lists the special characteristics that teachers recorded. They listed children's living arrangements (foster care, custody with grandmother or father, placement with relative, adopted) most frequently. Also, they reported 12 sets of twins in the 18 programs and indicated that some of the children had high intelligence and the ability to read words. Children with handicaps are included in the program, as indicated by listings of special education, speech, and physical handicaps.

POPULATION/SAMPLE COMPARISON

Because the sample was stratified for two characteristics, gender and ethnicity, the proportions of these characteristics were expected to be the same for the sample and the

TABLE 5

ETHNICITY AND GENDER OF THE PREKINDERGARTEN POPULATION IN 18 SITES

ETHNICITY	BOYS		GIRLS	
	Frequency	Percent	Frequency	Percent
African American	457	49.5	379	51.0
Caucasian	402	43.5	317	42.0
Hispanic	45	5.0	38	5.0
Asian	9	1.0	7	1.0
Multiracial	7	1.0	9	1.0
TOTAL	920	100.0	750	100.0

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FIGURE 1

SPECIAL CHARACTERISTICS NOTED BY TEACHERS ACROSS 18 SITES

SPECIAL CHARACTERISTICS
Foster care
Custody with grandmother
Custody with father
Placement with relative
Adopted
Twin
High intelligence
Can read some words
Bilingual
Special education
Physical handicap
Speech handicap
Behavior problem
Brother has cerebral palsy
Past neglect/abuse
Limited or no English
Low self-esteem
Mother is disabled

population. However, as shown earlier in Table 2, Site Category I children were selected only from the group which was represented in the Prekindergarten Programs in both 1993 and 1994.

GENDER

Tables 6, 7, and 8 present the frequency and percentage of boys and girls in the population from which the sample was selected and in the sample at the three site categories. It can be seen that the sample closely matched the population on gender. Chi-squares were not significant, further indicating that no difference occurred between the proportion of boys and girls in the sample and in the population from which the sample was selected.

ETHNICITY

For Site Category I, Table 9 presents the ethnicity information for the entire population, the population from which the sample was selected, and the sample. A chi-square test comparing the ethnicity of the entire population and that of the population of classrooms from which the sample was selected was significant, χ^2 (4) = 38.52, $p < .001$). As noted earlier, the ethnic composition of Site Category I changed from 1993 to 1994 because of an expansion into a large area which is predominantly Caucasian. A chi-square comparing the ethnicity of the population of classrooms from which the sample was selected and the sample itself was not significant. Because the sample was stratified for ethnicity in the classrooms from which it was selected, it matches this restricted population.

Tables 10 and 11 present ethnicity information for the population and the sample in the other two site categories. It can be seen that in these sites the sample closely matched the population on ethnicity. Chi-squares comparing the population and the sample were not significant for either site category.

TABLE 6

GENDER OF CHILDREN IN THE POPULATION AND THE SAMPLE IN SITE CATEGORY I*

GENDER	POPULATION FROM WHICH THE SAMPLE WAS SELECTED		SAMPLE	
	Frequency	Percent	Frequency	Percent
Boys	201	58.3	78	56.9
Girls	144	41.7	59	43.1
TOTAL	345	100.0	137	100.0

* Sites that were operational and evaluated in 1993.

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TABLE 7

GENDER OF CHILDREN IN THE POPULATION AND THE SAMPLE IN SITE CATEGORY II*

GENDER	**POPULATION**		**SAMPLE**	
	Frequency	**Percent**	**Frequency**	**Percent**
Boys	108	56.8	51	56.7
Girls	82	43.2	39	43.3
TOTAL	190	100.0	90	100.0

*** Sites that were operational but not evaluated in 1993.**

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TABLE 8

GENDER OF CHILDREN IN THE POPULATION AND THE SAMPLE IN SITE CATEGORY III*

GENDER	POPULATION		SAMPLE	
	Frequency	Percent	Frequency	Percent
Boys	198	53.2	50	55.6
Girls	174	46.8	40	44.4
TOTAL	372	100.0	90	100.0

* Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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TABLE 9

ETHNICITY OF CHILDREN IN THE TOTAL POPULATION, THE POPULATION OF SAMPLE CLASSROOMS, AND THE SAMPLES FOR SITE CATEGORY I*

ETHNICITY	TOTAL POPULATION		POPULATION OF SAMPLE CLASSROOMS		SAMPLE	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
African American	495	44.7	186	53.9	81	59.1
Caucasian	530	47.8	127	36.8	43	31.4
Hispanic	65	5.9	23	6.7	8	5.9
Asian	9	0.8	1	0.3	1	0.7
Multiracial	9	0.8	8	2.3	4	2.9
TOTAL	**1108**	**100.0**	**345**	**100.0**	**137**	**100.0**

* Sites that were operational and evaluated in 1993.

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TABLE 10

ETHNICITY OF CHILDREN IN THE POPULATION AND THE SAMPLE IN SITE CATEGORY II*

ETHNICITY	POPULATION		SAMPLE	
	Frequency	Percent	Frequency	Percent
African American	122	64.2	58	64.5
Caucasian	59	31.0	28	31.1
Hispanic	6	3.2	2	2.2
Asian	0	.0	0	.0
Multiracial	3	1.6	2	2.2
TOTAL	**190**	**100.0**	**90**	**100.0**

* Sites that were operational but not evaluated in 1993.

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TABLE 11

ETHNICITY OF CHILDREN IN THE POPULATION AND THE SAMPLE IN SITE CATEGORY III*

ETHNICITY	POPULATION		SAMPLE	
	Frequency	Percent	Frequency	Percent
African American	219	58.9	48	53.3
Caucasian	130	34.9	36	40.0
Hispanic	12	3.2	4	4.5
Asian	7	1.9	2	2.2
Multiracial	4	1.1	0	.0
TOTAL	**372**	**100.0**	**90**	**100.0**

* Sites that were not operational nor evaluated in 1993; 1994 is their first year of operation.

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SAMPLE DESCRIPTION: 1994

CRITERIA FOR ADMISSION

The Georgia Department of Education Guidelines specify two criteria for admission to the Prekindergarten Program. Children should be members of families receiving federal assistance or referred by a social services agency. Many of the individual programs used other criteria for admitting children, such as free and reduced school lunch eligibility and Head Start guidelines. Some programs used additional criteria devised to meet local needs, including recommendations from prekindergarten staff, school district staff, private day care centers, and the school system migrant program. These criteria were usually used to admit children whose families were experiencing economic hardship but may not have been receiving federal assistance.

Table 12 presents the criteria used, along with the frequency and percentage of children who were eligible for admission under each criterion. Although not presented in the table, additional data indicate that a total of 97 children, or 31%, met more than one eligibility criterion (12% in Site Category I, 41% in Site Category II, and 48% in Site Category III). For presentation in Table 12, these children are counted in the federal assistance or the agency referral category because one of these was always coupled with the second eligibility criterion.

It is apparent from Table 12 that the majority of children in all site categories met the federal assistance eligibility criterion (over 75%). Over 4% were referred by social services agencies and were not required to meet an economic criterion, and over 20% were admitted under free and reduced school lunch or Head Start guidelines and "additional" criteria used to meet

TABLE 12

CRITERIA FOR CHILDREN'S ENTRY INTO PROGRAM

ENTRY CRITERION	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Free and reduced lunch guidelines	30	21.9	3	3.3	2	2.2	35	11.1
Head Start eligibility guidelines	1	0.7	2	2.2	5	5.6	8	2.5
Family receiving federal assistance	93	67.9	78	86.6	68	75.5	239	75.4
Referred by social services agency	6	4.4	0	0	7	7.8	13	4.1
Additional criteria determined by site	7	5.1	7	7.8	8	8.9	22	6.9

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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local needs. It is evident from Table 12 that Site Category I admitted children on the basis of free and reduced school lunch guidelines to a greater extent than the other two site categories. Actually, only two of the programs in Site Category I accounted for the majority of these cases.

Table 14 lists the social services agencies that made referrals to the Prekindergarten Program and the number of children referred by each. Across all site categories the Department of Family and Children Services, the Health Department, and community charities made most of these referrals. The number of referrals made by agencies appear to differ among the site categories. In Site Categories I and III, referrals accounted for 15% and 20% of admissions while in Site Category II they accounted for only 2%. The reason for this difference is difficult to interpret. It cannot be explained on the basis of program longevity because these programs had been in operation for the same amount of time as Site Category I programs.

Tables 13 and 14 provide additional information about the criteria listed in Table 12. Table 13 presents a list of federal assistance sources, along with the number of children whose families are receiving each type. Because many families receive more than one type of federal assistance, the total number of sources is greater than the total number of children shown in Table 12.

In summary, although the families of most children in the program are receiving federal assistance, many are not. Some of the children who obviously need the program, as evidenced by referrals from social services agencies and criteria considered important to meet the needs of local communities, are from families who do not receive federal assistance.

TABLE 13

SOURCES OF FEDERAL ASSISTANCE [A]

Federal Assistance	**SITE CATEGORY I* (n = 137)**		**SITE CATEGORY II** (n = 90)**		**SITE CATEGORY III*** (n = 90)**		**TOTAL (n = 317)**	
	Frequency	**Percentage of sample children**	Frequency	**Percentage of sample children**	Frequency	**Percentage of sample children**	Frequency	**Percentage of sample children**
AFDC [B]	47	**34.3**	33	**36.7**	28	**31.1**	108	**34.1**
WIC [C]	26	**19.0**	44	**48.9**	22	**24.4**	92	**29.0**
Food stamps	53	**38.7**	46	**51.1**	28	**31.1**	127	**40.1**
Medicaid	63	**46.0**	58	**64.4**	47	**52.2**	168	**53.0**
Utilities	13	**9.5**	0	**0**	0	**0**	13	**4.1**
Subsidized housing	24	**17.5**	11	**12.2**	4	**4.4**	39	**12.3**
Disability	3	**2.2**	0	**0**	1	**1.1**	4	**1.3**
Social security	7	**5.1**	4	**4.4**	2	**2.2**	13	**4.1**
Free and reduced lunch	11	**8.0**	0	**0**	12	**13.3**	23	**7.3**

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

[A] The frequencies do not correspond to the number meeting the eligibility criterion of "family receiving federal assistance" because some families received assistance from more than one source.

[B] Aid to Families with Dependent Children

[C] Women, Infants, and Children Nutrition Program

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TABLE 14

REFERRAL TO THE PREKINDERGARTEN PROGRAM BY SOCIAL SERVICES AGENCIES

NAME OF AGENCY	SITE CATEGORY I* (n = 137)		SITE CATEGORY II** (n = 90)		SITE CATEGORY III*** (n = 90)		TOTAL (n = 317)	
	Frequency	Percentage of sample children	Frequency	Percentage of sample children	Frequency	Percentage of sample children	Frequency	Percentage of sample children
DFCS†	4	2.9	1	1.1	7	7.8	12	3.8
Health Department	10	7.3	0	0	2	2.2	12	3.8
Peach Program	3	2.2	1	1.1	1	1.1	5	1.6
Community charities	3	2.2	0	0	7	7.8	10	3.2
Project Safe	1	0.7	0	0	0	0	1	0.3
Save the Children	0	0	0	0	1	1.1	1	0.3
TOTAL	21	15.3	2	2.2	18	20.0	41	13.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

† Department of Family and Children

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AGE

Birthdates were used to compute the children's age as of September 1, 1993. This target birthdate was used to ascertain whether children whose birthdays were later than September 1 (i.e., were less than 48 months old) were admitted to the Prekindergarten Program because Georgia law specifies that a child must have the fifth birthday (i.e., to be 60 months old) by September 1 in order to enter kindergarten. Requests were made of programs having children whose birthdates were later than September 1 to indicate what arrangements they made for these children for the year following the Prekindergarten year.

Because many of the programs did not begin until October or November, all children were at least 48 months old when they actually entered the program. However, as of September 1, 1993, the age of the sample children ranged from 47 months to 61 months, with a mean age of 54.6 months. Figure 2 depicts the ages for all sample children, and Figure 3 presents the ages for the children in the three site categories.

It can be seen from these two figures that one child in the sample was 47 months old in September. This child demonstrated immaturity throughout the year and will be placed in Head Start next year. Two additional children were 48 months old. One had a birthdate on September 1, making him eligible for kindergarten the following year. The other child had a birthdate on September 14, making him ineligible. The program advised the evaluation team at the end of the school year that the latter child's admission was a mistake based on misinformation supplied bythe parents and that the child would repeat the Prekindergarten Program next year. Several children ($\underline{n}$ = 26) were 60 months old in September. These children barely missed having a

FIGURE 2

NUMBER OF CHILDREN BY AGE

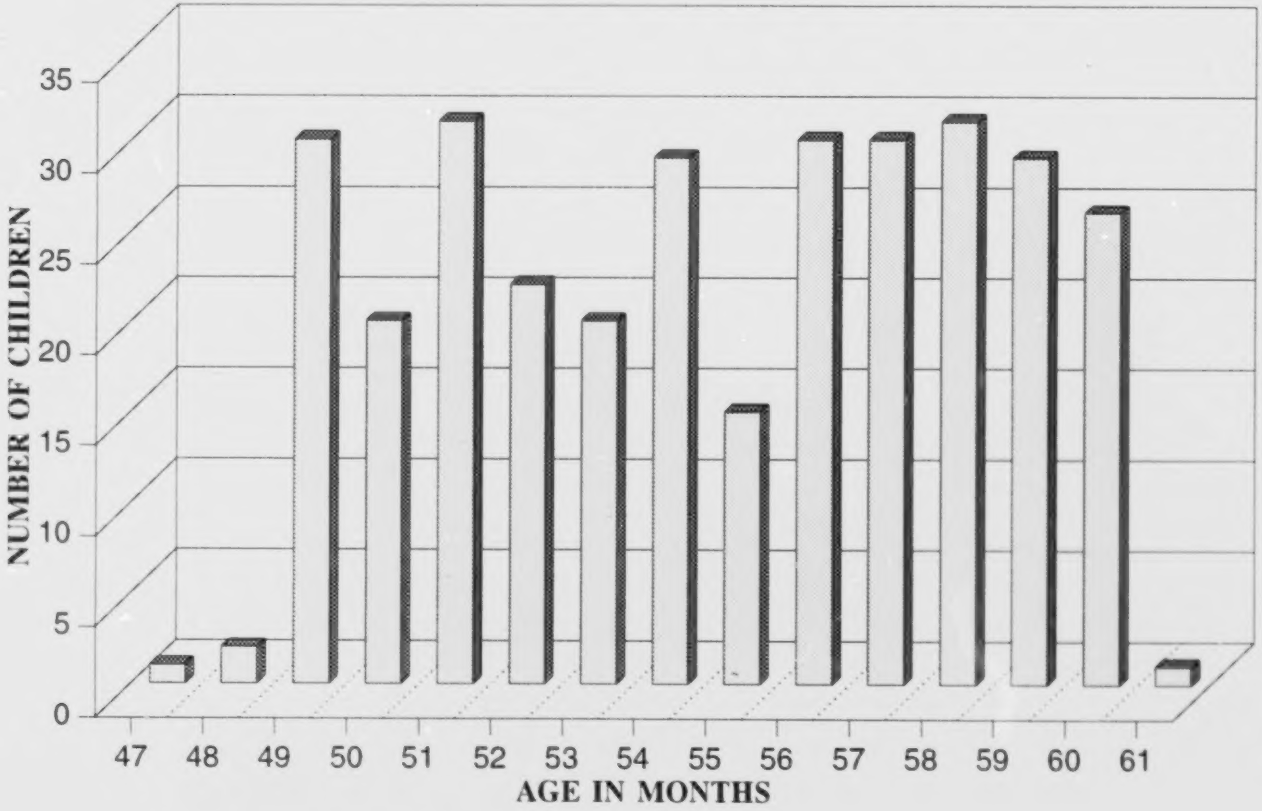
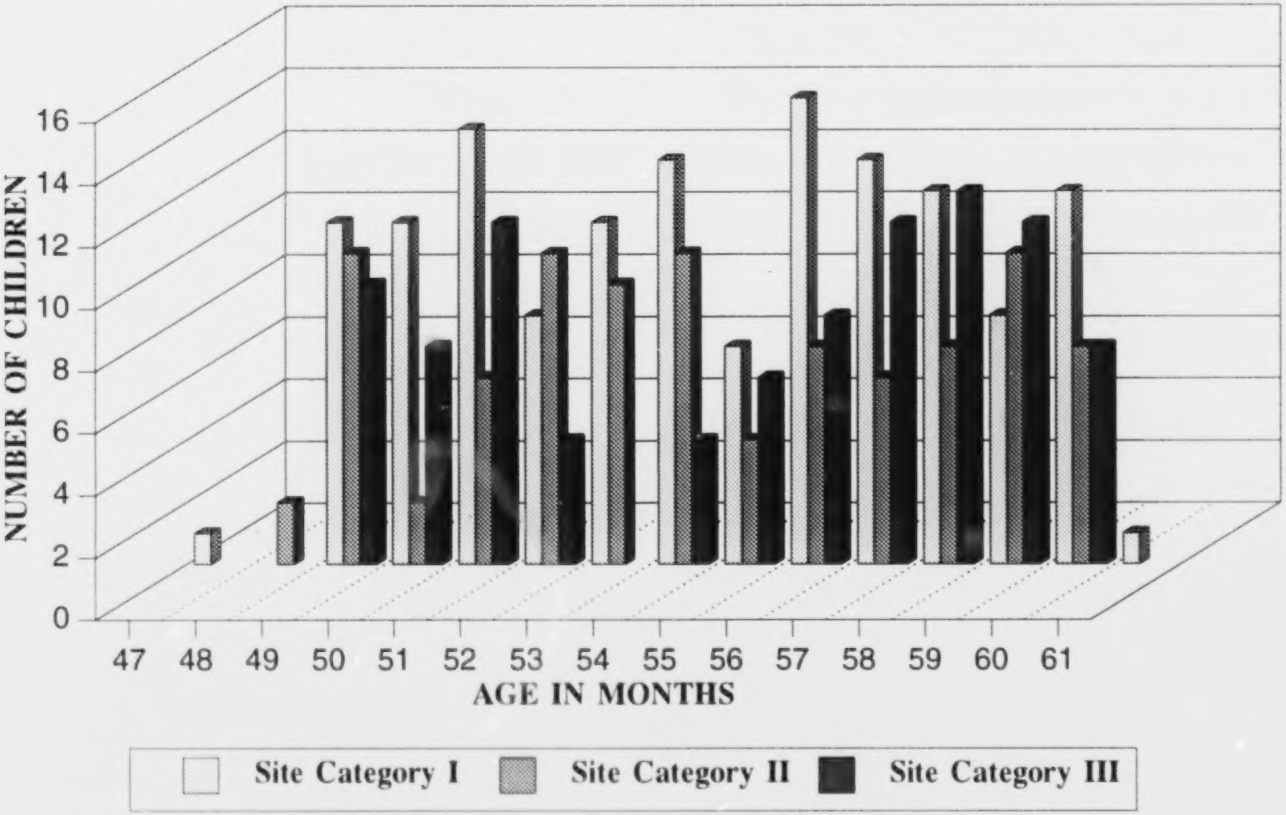


FIGURE 3

NUMBER OF CHILDREN BY AGE IN THE THREE SITE CATEGORIES



birthdate that would permit them to enter kindergarten, so the Prekindergarten Program was important in providing the intellectual stimulation and developmental experiences that they needed and may have missed if they had not been in Prekindergarten during their fifth year.

The child who was 61 months old was in a home-based program. She had a severe heart condition and was not thought to have the physical stamina to attend kindergarten. She later had successful heart surgery and, after a miraculous recovery, was transferred to kindergarten. Although she had been selected as one of the sample children, she was replaced by another child when she withdrew from the program.

The ages of the children in the three site categories were compared by means of an analysis of variance. The ANOVA was not significant, indicating that the children did not differ in age among the three site categories. The means and standard deviations, reported in months, were: Site Category I, $M = 54.5$, $SD = 3.5$; Site Category II, $M = 54.4$, $SD = 3.6$; and Site Category III, $M = 54.9$, $SD = 3.7$.

GENDER

Table 15 presents the frequency and percentage of boys and girls in the three site categories. Chi-squares indicated that the site categories did not differ on the proportion of boys and girls. However, in all three site categories boys outnumbered girls, χ^2 (1) = 5.30, $p < .05$.

ETHNICITY

Table 16 presents information on the ethnicity of the children for each of the three site categories. It can be seen that, overall, the majority of the children is African-American; the next largest group is Caucasian; and smaller percentages are Hispanic, Asian, and multiracial.

TABLE 15

GENDER OF THE SAMPLE CHILDREN IN THE THREE SITE CATEGORIES

GENDER	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Boys	78	56.9	51	56.7	50	55.6	179	56.5
Girls	59	43.1	39	43.3	40	44.4	138	43.5
TOTAL	137	100.0	90	100.0	90	100.0	317	100.0

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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TABLE 16

ETHNICITY OF SAMPLE CHILDREN IN THE THREE SITE CATEGORIES

ETHNICITY	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
African American	81	59.1	58	64.5	48	53.4	187	59.0
Caucasian	43	31.4	28	31.1	36	40.0	107	33.8
Hispanic	9	6.6	2	2.2	4	4.4	15	4.7
Asian	1	.7	0	0.0	2	2.2	3	0.9
Multiracial	3	2.2	2	2.2	0	0	5	1.6
TOTAL	137	100.0	90	100.0	90	100.0	317	100.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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PRIMARY LANGUAGE

Table 17 presents the primary languages used in the three site categories: English, Spanish, and "other," which consisted of 2 Korean and 1 Persian. To determine whether the site categories differed in the proportion of English to non-English, the number of children speaking Spanish and "other" were combined and compared to the number speaking English. A chi-square test indicated that the three categories differed, χ^2 (6) = 9.55, $\underline{p} < .05$. From an inspection of the observed and expected values, it appears that Site Category II had proportionately fewer English speakers and more Spanish and "other" speakers, and Site Category III had proportionately more English and fewer Spanish and "other" speakers. However, the primary language of the vast majority of children in all programs is English, with the exception of the North Fulton Child Development Center in Site Category I, where the primary language is Spanish. This center is represented in the evaluation by a relatively small number of Prekindergarten children who are integrated with children funded from other sources.

HEALTH

Several methods were used to obtain information about health conditions and health-related services. To inquire about problems that the programs confronted in the administration of health services, discussions were held with program directors and family service workers. To obtain health-related information about the children, two forms were developed. Form K focused on the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) health evaluation, requesting for each child the date the examination was administered, results of the examination, the agency or person taking the initiative to assure further diagnosis or remediation, and a description of the action taken when a problem was identified. Form J requested the dates of each

TABLE 17

PRIMARY LANGUAGE OF THE SAMPLE CHILDREN IN THE THREE SITE CATEGORIES

LANGUAGE	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
English	132	96.4	89	98.9	83	92.2	304	95.9
Spanish	5	3.6	1	1.1	4	4.5	10	3.2
Other	0	0.0	0	0.0	3	3.3	3	0.9
TOTAL	137	100.0	90	100.0	90	100.0	317	100.0

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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child's most recent Diphtheria, Tetanus, and Pertussis (DTP) and Measles, Mumps, and Rubella (MMR) immunizations. At the end of the program, follow-up telephone inquiries were made about children for whom the programs had reported no EPSDT or immunization data.

The Georgia Department of Education requires that all children in the Prekindergarten Program have the EPSDT, and all programs sought to accomplish the goal of having every child examined. The goal was reached for many, but not all, children. The importance of the EPSDT is illustrated by an example of a particular child described below.

> During the examination, the child was found to have a visual problem. After further examination at the Health Department, he was referred to a neurologist who diagnosed Dwayne's Syndrome, a serious but surgically correctable disorder causing tunnel vision. Further referral to a pediatric neurologist at the University Hospital in Augusta resulted in an additional diagnosis of a neurological hearing problem. Both disorders (Dwayne's Syndrome and the hearing problem) were surgically corrected, and the child is ready to begin kindergarten on time with normal vision and hearing.

Administrative Problems. Program personnel identified several problems in the administration of the EPSDT. Two difficulties, which were viewed as being less serious than a third problem, resulted from the conditions or actions of individual program participants. The first was caused by a few parents' refusal to sign forms granting permission for health examinations and the release of health information. The second involved delay and rescheduling of the examination because some children were absent when the EPSDT was scheduled and rescheduled.

The problem viewed as more serious and more difficult to solve was a lack of budgeted funds to provide the EPSDT for children who were not eligible for Medicaid. The Department of Health, which typically administers the EPSDT to children in the Prekindergarten Program, provides the examination without charge to Medicaid-eligible children. Health Department policy is to administer the examination to infants as many times as needed and to children above one year of age once a year. Thus, Medicaid-eligible children are able to have the EPSDT at least once a year whether or not they attend Prekindergarten, but the programs are responsible for assuring that each child actually has the examination. Programs were unable to use grant funds for the EPSDT and had to find ways to finance examinations for the non-Medicaid children.

Some programs solved this problem in creative ways. For example, the director of the program at the North Fulton Child Development Center reported that she made a "trade off" with the North Fulton Community Health Clinic[5]. The teachers agreed to administer to all children, regardless of their Medicaid eligibility, the parts of the examination which they were able to conduct, such as measuring height and weight; in turn, the clinic agreed to reciprocate by administering to all children, the parts that were possible for only medical personnel to conduct.

A different program creatively solved the problem by working out a collaboration between RESA (a student nurse's association) and the school nurse to conduct the examinations for the non-Medicaid children. RESA administered the vision and hearing examinations, and the school nurse did the screening in the other areas.

EPSDT Administration. Although the EPSDT's were completed for all sample children at 12 of the 18 sample sites, 63 children at the other 6 sites did not have the examination while they were in the 1994 program. Thus, of the 317 children in the evaluation sample, 254 children had the EPSDT during the 1994 school year. Including a child who withdrew from the program before the examination was administered, 38 children, over 11%, had no report of ever having an EPSDT. Another 25 children, or almost 8%, had an EPSDT in 1992 or earlier, but not during the 1994 school year. Since an EPSDT had been recorded at one time, some programs did not require these children to have a more recent one. Variation existed among the individual sites, but not the site categories, on the number of children who failed to have the EPSDT.

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[5] Permission was granted by Ms. Barbara Reed, Director of the North Fulton Child Development Center, to identify the site where this cooperative effort took place.

During the last week in June, 1994, after the school year had ended, the Evaluation team telephoned each program that had not reported EPSDT results for any sample child. Telephone conversations with the family service workers produced several explanations, some of which follow.

> One program, in which 22 sample children were not eligible for Medicaid, arranged with the Health Department to administer on-site examinations on a sliding pay scale, but all 22 parents declined to use this service. The family services worker stated that most were "proud" parents who did not want to accept "charity." Many of these parents said they would take their children to a private physician for the examination. However, because the family services worker did not make further inquiries about these examinations, the number of children who actually had the examination, and the results, are unknown.
>
> In another program, one child's mother refused to give permission for the EPSDT and also refused to have an examination conducted in any other way.

Health and Medical Problems Revealed by the EPSDT. As a result of the EPSDT, many health and medical problems were observed. The problems that were reported are listed in Table 18. It can be noted from this table that out of the 254 children who had the EPSDT, 106 children, or 42%, had 134 health problems, with several children having multiple problems. Many of the problems listed in Table 18 appear to be related to diet and nutrition, with the majority being dental, and with anemia, dehydration, overweight and underweight also being diagnosed. Several problems were severe enough to require surgery. It is clear that the provision of health services to these children is extremely important.

The three site categories were compared on the proportion of health problems observed on the EPSDT by means of a chi-square test. The χ^2 was not significant, indicating that the site categories did not differ on the proportion of problems they identified.

Although the site categories did not differ, variation occurred in programs within the site categories on the thoroughness with which problems were identified and referrals made. Figures 4 and 5, replicas of data submitted, illustrate the difference between two programs in the same site category concerning the findings and follow-up actions resulting from the EPSDT. The site submitting the data shown in Figure 4 reported that no problems were observed for any of the 14 sample children, whereas the site submitting the data shown in Figure 5 discovered that 7 of the 10 sample children had a problem that required further diagnosis or treatment. Although two additional programs submitted data identical to that in Figure 4, indicating that no problems were observed, the majority of sites submitted material having greater similarity to Figure 5, showing that health or medical problems had been found.

TABLE 18

HEALTH PROBLEMS OBSERVED ON EPSDT[†]

MEDICAL PROBLEM	FREQUENCY
Anemia	13
Asthma	2
Blood pressure (Elevated)	2
Body lesions	1
Breast, arm, thigh asymmetry	1
Dehydration	4
Dental	54
Developmental (Cognitive)	1
Dietary	1
Ear (Hearing)	6
Ear, nose, throat	6
Eczema	2
Eye (Vision)	14
Heart	3
Hernia	1
Immunizations not current	1
Lump on right shoulder	1
Neurological (Cerebral Palsy, tunnel vision, hearing)	3
Overweight	3
Speech	6
Undescended Testicles	3
Underweight	2
Urinary and kidney	2
Viral syndrome (Rash, fever, upper respiratory infection)	2
TOTAL NUMBER OF PROBLEMS FOR 106 CHILDREN	**134**
NUMBER OF CHILDREN HAVING NO PROBLEM	**148**
NUMBER OF CHILDREN HAVING NO EPSDT	**38**
NUMBER OF CHILDREN HAVING NO EPSDT DURING 1994-	**25**

[†] These problems were observed in 106, or 42%, of the 254 children who had EPSDT.

FIGURE 4

COPY OF EPSDT INFORMATION FROM PROGRAM A

Grantee COUNTY A
Page# 1
Form Completed By FSC

FORM K

SAMPLE CHILDREN HEALTH INFORMATION

CHILD'S NAME	DATE OF EPSDT	WAS A PROBLEM FOUND?	IF YES, WHAT IS IT?	WAS CHILD REFERRED TO HEALTH PROVIDER?	IF YES, WHO REFERRED CHILD?	DID CHILD SEE HEALTH PROVIDER AFTER REFERRAL WAS MADE?	DESCRIBE ANY PLANS THE PROGRAM HAS FOR FOLLOW UP
A	2/21/94	(0) No ✓ (1) Yes		(0) No (1) Yes		(0) No (1) Yes	
B	2/1/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
C	2/1/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
D	2/1/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
E	8/23/93	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	

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(FIGURE 4 CONTINUED)

COPY OF EPSDT INFORMATION FROM PROGRAM A

Grantee COUNTY A (continued)
Page# 2
Form Completed By FSC

FORM K

SAMPLE CHILDREN HEALTH INFORMATION

CHILD'S NAME	DATE OF EPSDT	WAS A PROBLEM FOUND?	IF YES, WHAT IS IT?	WAS CHILD REFERRED TO HEALTH PROVIDER?	IF YES, WHO REFERRED CHILD?	DID CHILD SEE HEALTH PROVIDER AFTER REFERRAL WAS MADE?	DESCRIBE ANY PLANS THE PROGRAM HAS FOR FOLLOW UP
F	1/24/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
G	4/18/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
H	3/28/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
I	2/1/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
J	2/10/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	

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(FIGURE 4 CONTINUED)

COPY OF EPSDT INFORMATION FROM PROGRAM A

Grantee COUNTY A (continued)
Page# 3
Form Completed By FSC

FORM K

SAMPLE CHILDREN HEALTH INFORMATION

CHILD'S NAME	DATE OF EPSDT	WAS A PROBLEM FOUND?	IF YES, WHAT IS IT?	WAS CHILD REFERRED TO HEALTH PROVIDER?	IF YES, WHO REFERRED CHILD?	DID CHILD SEE HEALTH PROVIDER AFTER REFERRAL WAS MADE?	DESCRIBE ANY PLANS THE PROGRAM HAS FOR FOLLOW UP
K	4/18/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
L	2/1/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
M	2/1/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
N	2/1/94	(0) No ✓ (1) Yes		(0) No ✓ (1) Yes		(0) No (1) Yes	
		(0) No (1) Yes		(0) No (1) Yes		(0) No (1) Yes	

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FIGURE 5

COPY OF EPSDT INFORMATION FROM PROGRAM B

Grantee COUNTY B
Page# 1
Form Completed By FSC

FORM K

SAMPLE CHILDREN HEALTH INFORMATION

CHILD'S NAME	DATE OF EPSDT	WAS A PROBLEM FOUND?	IF YES, WHAT IS IT?	WAS CHILD REFERRED TO HEALTH PROVIDER?	IF YES, WHO REFERRED CHILD?	DID CHILD SEE HEALTH PROVIDER AFTER REFERRAL WAS MADE?	DESCRIBE ANY PLANS THE PROGRAM HAS FOR FOLLOW UP
A	12/1/93	(0) No ✓ (1) Yes	N/A	(0) No ✓ (1) Yes	——	(0) No (1) Yes	N/A
B	12/1/93	(0) No (1) Yes ✓	Broken tooth	(0) No (1) Yes ✓	FSC & Health Nurse	(0) No (1) Yes	An appointment is being set up for the child.
C	12/1/93	(0) No ✓ (1) Yes	N/A	(0) No ✓ (1) Yes		(0) No N/A (1) Yes	N/A
D	12/1/93	(0) No (1) Yes	Missed screening. Another appointment is being set for this child.	(0) No (1) Yes	——	(0) No (1) Yes	——
E	12/1/93	(0) No (1) Yes ✓	Upper tooth discolored	(0) No (1) Yes ✓		(0) No (1) Yes	Appt. for child is being made.

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(FIGURE 5 CONTINUED)

COPY OF EPSDT INFORMATION FROM PROGRAM B

Grantee COUNTY B (continued)
Page# 2
Form Completed By FSC

FORM K

SAMPLE CHILDREN HEALTH INFORMATION

CHILD'S NAME	DATE OF EPSDT	WAS A PROBLEM FOUND?	IF YES, WHAT IS IT?	WAS CHILD REFERRED TO HEALTH PROVIDER?	IF YES, WHO REFERRED CHILD?	DID CHILD SEE HEALTH PROVIDER AFTER REFERRAL WAS MADE?	DESCRIBE ANY PLANS THE PROGRAM HAS FOR FOLLOW UP
F	9/24/93	(0) No (1) Yes ✓	-underweight -speech assessment	(0) No (1) Yes ✓	FSC	(0) No (1) Yes ✓	Child having speech therapy. Health clinic will work with mother concerning weight. FSC will continue to monitor the family
G	9/24/93	(0) No (1) Yes ✓	elevated blood pressure	(0) No (1) Yes ✓	FSC & Health Nurse	(0) No ✓ (1) Yes	Mother was sick. Another appointment was set. FSC will monitor.
H	9/24/93	(0) No (1) Yes ✓	heart	(0) No (1) Yes ✓	FSC & Health Nurse	(0) No ✓ (1) Yes	Another appt. has been set. FSC will monitor.
I	9/24/93	(0) No (1) Yes ✓	-underweight -speech assessment	(0) No (1) Yes ✓	FSC & Health Nurse	(0) No (1) Yes ✓	Yes for wt. problem. He is in the process of being tested for speech & developmental problems.
J	9/24/93	(0) No ✓ (1) Yes	Mother wanted child tested because he stutters sometimes pronouncing certain words	(0) No (1) Yes ✓	FSC & Health Nurse	(0) No (1) Yes ✓	FSC will have continued contact with the family and Pre-schooler.

Referral and Follow-up Resulting from EPSDT. Prekindergarten Programs specified the referral and follow-up action taken for children whose examinations revealed a possible health problem. Table 19 lists these follow-up actions. This table indicates that 103 follow-up actions were known to be taken on the 134 problems identified. In the case of a few children having multiple health conditions, more than one action was taken. In an additional 14 cases, it could not be determined from data submitted whether any action was taken. However, it could be determined that no action was taken in 17 cases. In three of these cases the children's parents refused to participate in further discussion, diagnosis, or treatment. In some cases, the problem may have cleared up without treatment.

Table 20 lists the agencies or persons who were responsible for these follow-up actions. It can be seen that 96 of the 106 children who were diagnosed as needing further medical attention were referred. A few of these children received treatment for multiple problems with a single referral.

It is clear from Table 20 that the agency or person (Health Department, community health clinic, school nurse) administering the examinations also made most of the referrals. However, family services workers made a total of 8 referrals. Although family services workers were not involved to a great extent in following up on the EPSDT, they did provide other health-related services to children and families. Data relating to these additional services will be presented in a later chapter.

Table 19 presents specific actions that were taken after a problem was identified by the EPSDT. Although most children received further diagnosis or treatment by dentists, physicians, and nurses who were on the staff or affiliated with the Health Department, 4 children had problems serious enough to warrant referral to Grady Hospital or the University of Georgia Hospital.

TABLE 19

ACTION TAKEN FOLLOWING PROBLEM IDENTIFICATION ON EPSDT

ACTION TAKEN	FREQUENCY
Medical treatment by county health department affiliated physician or nurse	31
Dental treatment by county health department affiliated dentist	31
EPSDT findings discussed/recommendations made with parents by county health department	24
Dietary counseling and WIC referrals by county health department	7
Speech testing/therapy scheduled by county health department with school system	6
Referral to clinic, hospital, or physician outside the county health department	4
Total number of known actions taken	103*
Number of cases for which no determination of action could be made	14
Number of diagnosed problems for which no action was taken	17

***Some children had treatment for more than one condition.**

TABLE 20

SOURCE OF REFERRAL FOLLOWING PROBLEM IDENTIFICATION BY THE EPSDT

REFERRING AGENCY OR PERSON	NUMBER OF REFERRALS
County health department	69
School nurse	14
Prekindergarten program family service worker	8
Community health clinic that administered EPSDT	5
Total Number of Referrals Made	96

To determine whether the site categories differed on the proportion of problems on which referral and follow-up was provided, a chi-square test was computed. The χ^2 was not significant, indicating that the site categories did not differ on providing referral and follow-up when problems were found.

Although differences were observed among the 18 sites, the three site categories did not differ on any of the health-related characteristics or services. This suggests that the new sites were as effective in getting the examinations administered, identifying health problems, and providing services as the sites that had a year's experience.

Immunizations. The minimal acceptable standards used by the Health Department require five DTP immunizations (including boosters) during the first 18 months and one between the ages of 4 and 5. They require one MMR immunization at 12 or 18 months and another between the ages of 4 and 5. The Prekindergarten Programs are responsible for assuring that children have these immunizations. To determine whether (a) all children had been immunized by the end of the prekindergarten year and (b) immunizations occurred before or after children registered for the Prekindergarten Program, the Evaluation Project requested the programs to provide the dates of each sample child's most recent MMR and DTP immunizations.

Data from most sites were complete and indicated that children had their immunizations. However, at a few sites no immunization data was provided for the MMR for a total of 14 children, and for the DTP for a total of 12 children. An inspection of the dates provided by the family services workers indicated that an additional four children had their most recent MMR, and an additional nine children had their most recent DTP, in 1989, when they were infants. These children had not had the recommended 4-year-old booster.

In a June, 1994 telephone conversation, the family services worker at a site which had reported no immunization dates for five children expressed surprise that she did not have a record of the immunizations. Surmising that the information had been sent to the primary school's office along with other kindergarten registration material, she offered to question the primary school office personnel and call back with the dates. Her second telephone call revealed that the primary school did not have the information and had assumed the Prekindergarten Program had it. The family services worker then called the Health Department and discovered that these children had not had the appropriate boosters.

At a different site the June telephone conversation revealed that the family services worker did not know why the children had not had the booster and also did not know that information on booster dates could be obtained directly from the Health Department. As a result of the conversation, she indicated that she planned to set up a system for routinely obtaining this information from the Health Department next year.

In comparing the number of children who had boosters before with the number who had boosters after June 1, 1993, assumed to be the earliest date for Prekindergarten registration, it was found that 72% of the children received the MMR booster (the most important one at this age) prior to June 1, 1993, 22% received it after June 1, 1993, and no information concerning the date could be obtained on almost 6%. Although the majority of the children had this immunization upon entering the Prekindergarten Program, 22% had it after they registered for or were in the prekindergarten program. This suggests that the program was influential in obtaining immunizations for almost one fourth of the children.

Although a few sites seemed to have more difficulty reporting immunization dates than others, no differences occurred among site categories. Chi-square tests indicated that the proportions of children who had received the immunizations and the proportions who had the immunizations before and after June 1, 1993 did not differ among the site categories.

DEVELOPMENTAL LEVELS

For descriptive purposes the children's physical, self-help, social, academic and communication development was assessed using the Developmental Profile II[6]. The Developmental Profile II can be administered by directly testing the child or by interviewing the parent or teacher. The Evaluation Project elected to use the interview procedure because it is less intrusive for the children. The teachers in all classrooms from which the sample children were selected were interviewed. In the home-based programs, the parents were interviewed.

A number of validation studies reported in the Manual indicate that correlations between this test and the Stanford-Binet range from .63 to .85 when the teacher interview procedure is used. Test-retest reliability computed on a group of 35 teachers yielded an agreement of 89%. Internal consistency coefficients for the five scales ranged from .78 to .83.

For each area of development the Developmental Profile II yields two scores, the age score and the differential score. The age score indicates that the child is functioning at the level of a typical child of a particular chronological age, and it may be either below or above the child's actual chronological age. For example, a child having an age score of 48 months in a particular area is said to be functioning like a typical 48-month-old child, even though the tested child might be chronologically older or younger than that age.

The differential score is the difference between the developmental age score and the chronological age. If, for example, the same child is actually 44 months old, her differential score in this particular area would be 48 (age score) minus 44 (chronological age) or +4. In addition to the age and differential scores in each area of development, the test yields an IQ equivalence score. Although this score is interpreted by the authors to be much like the Stanford-Binet IQ, it is based on the Academic Scale and therefore suggests a rate of academic development only.

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[6] Alpern, G., Boll, T., & Shearer, M. (1992). Developmental profile II manual. Los Angeles: Western Psychological Services.

As with any test purporting to measure the development of young children, caution must be observed in interpreting the Developmental Profile scores. First, tests of this nature are very imprecise for children of this age. As Berk[7] pointed out, "Before the age of 5 or 6, IQ should be regarded as largely an indicator of present ability and not as a dependable, enduring measure" (p. 331). The same statement can be made about the age and differential scores. Second, it must be remembered that the scores were obtained by interviewing the teacher (or parent) to find out what skills the child possessed. While this method of test administration has the advantage of being an unobtrusive measure, it has the limitation of being a more subjective appraisal of the children's skills than a direct examination.

The children in the three different site categories were compared on developmental age scores, differential age scores, and IQ equivalent scores by means of analyses of variance. The ANOVA'S were not significant, indicating that the children at the three site categories did not differ on any of the developmental areas or the IQ equivalence score. Therefore, the data for the three sites were combined for presentation in Tables 21 and 22.

It can be observed from Table 21 that even though the children did not differ from one site category to another developmentally, the children in the individual sites were different. This table presents means, standard deviations, ranges and minimum and maximum age scores in months for the five areas of development: physical, self help, social, academic, and communication. It also shows the same statistics for the IQ equivalence scores. Because the mean scores differed substantially among the 18 individual sites, the range of means for the 18 sites is also included in this table.

---

[7] Berk, L. E. (1989). Child Development. Boston: Allyn & Bacon.

As described earlier, the IQ equivalence score is an estimate of children's academic skills only. Although, with all sites combined, the mean of the IQ equivalence scores was 97, which was in the normal range, the means in the individual sites ranged from 77 to 111. One child had an IQ equivalence score of 44; another's score was 161. Some of the children with high IQ equivalence scores were noticed in the classrooms by a member of the Evaluation team. One child was engaging in very high-level, abstract pretend play. Another was looking at words in a book and attempting to work out the pronunciation phonetically.

The differential scores, as described earlier, are obtained by subtracting the child's chronological age from his or her age score in each area of development. Thus, the differential score provides the number of months difference between the child's actual chronological age and his or her functional age. A negative score would indicate that a child is functioning below, and a positive score, that she is functioning above, her chronological age. Table 22 presents means, standard deviations, ranges and minimum and maximum scores in months for the differential scores in the five areas of development.

It can be seen from both Tables 21 and 22 that on the average the children are functioning well above their chronological age in self-help skills. They are also above their chronological age levels in physical and social development. They are slightly below their chronological age in academic and communication development. Thus, their greatest needs for "catching up" to their chronological age level are in the areas of academics and communication.

TABLE 21

DESCRIPTION OF DEVELOPMENTAL AGE SCORES (IN MONTHS) AND IQ EQUIVALENCE SCORES FOR THE DEVELOPMENTAL PROFILE

AREA	MEAN AGE DIFFERENTIAL SCORE	STANDARD DEVIATION	MINIMUM	MAXIMUM	RANGE OF SITE MEANS
Physical age	65	16	30	102	50 to 79
Self-help age	72	13	40	102	59 to 84
Social age	62	14	26	92	50 to 78
Academic age	56	13	14	88	44 to 64
Communication age	54	15	28	102	39 to 62
IQ equivalence	97	22	44	161	77 to 111

TABLE 22

DESCRIPTION OF DIFFERENTIAL SCORES FOR THE DEVELOPMENTAL PROFILE

AREA	MEAN AGE DIFFERENTIAL SCORE	STANDARD DEVIATION	MINIMUM	MAXIMUM
Physical differential	7	16	-35	48
Self-help differential	14	13	-21	49
Social differential	4	14	-29	36
Academic differential	-1	13	-33	32
Communication differential	-4	14	-32	44

The large standard deviations and ranges show that there are great individual differences among the children in all developmental areas, and this wide range occurs both within and between sites. For example, the range in physical age is 80 months, with the lowest physical age score being 30 months and the highest, 102 months. The Physical Development scale included not only items concerning large muscle coordination (e. g., hopping) but also items relating to small muscle development, such as making marks with pencils and using crayons. The teacher reported that the child with the physical age score of 30 months was frequently at home alone without stimulation. Actually this child was low in all areas of development, with his highest score being 42 months in the Self Help area (still 11 months below his chronological age). This child obviously needs the care and stimulation of the Prekindergarten Program.

While some children were functioning considerably below their chronological age level, others were functioning considerably above. In contrast to the child who had difficulty marking with a pencil or crayon, one little girl was observed by a member of the Evaluation team not only to copy words such as "pig" and "bear" that were on the bulletin board, but also to write other letters to make her own words.

The average self-help age score was well above that of the typical child of the same chronological age. The difference between this score and the scores in the other areas may indicate that the children have had special opportunities to develop self-help skills but have lacked experiences necessary to development in the other areas, particularly communication and academic. This suggests that experiences of the kind provided by the Prekindergarten Program should be beneficial in enhancing development.

ATTENDANCE

To evaluate attendance patterns, the number of absences was obtained for each sample child in center-based programs. Although some programs extended into a summer session, the absences were counted only for the school year. Programs were asked to report absences from the date children started school until June 1, 1994. Because the programs started at different times, the children at the different sites did not have the opportunity to attend for the same number of days. Table 23 presents the total number of days that each program was in session, from the beginning of the school year to June 1, 1994, with holidays or time-off periods subtracted. It can be seen that the number of days children could attend the various programs ranged from 129 to 201.

The total number of children whose absences could be counted was 262. Absences were not counted for the 26 home-based children, the 24 classroom-based children who withdrew before the end of the school year, nor the 5 children who withdrew and returned after a period of time. No reason was given for the withdrawal and return of 2 of the children. The explanations for the other 3 withdrawals and later returns are:

> Child A broke her leg in the winter. She withdrew for 38 days. For the 148 days that she was actually enrolled, she was absent 32 additional days, or 32% of the days enrolled.
>
> Child B's family had a divorce and custody dispute. Her mother and father alternated custody. Since mother moved out of the county, she withdrew for 58 days. When she returned to her father's custody, she re-entered the program. For the 71 days she was actually enrolled, she was absent 12 days, or 17% of the time.
>
> Child C's family had a logistical problem. Because her mother had to leave for work before the bus arrived, nobody was home to supervise her. The problem

TABLE 23

NUMBER OF DAYS SAMPLE CHILDREN COULD HAVE ATTENDED PREKINDERGARTEN FOR THE 1993-1994 SCHOOL YEAR

SITE CATEGORY	SITE		BEGINNING DATE [A]	NUMBER OF DAYS THAT CHILDREN COULD ATTEND SCHOOL [B]
Site Category I	BIBB	Classroom 1	10/4/93	149
		Classroom 2	8/23/93	178
	CLARKE		9/7/93	190
	DECATUR		8/23/93	174
	GLYNN [C]		8/24/93	178
	LAMAR		8/25/93	178
	NINTH DISTRICT [C]		10/18/93	140
	NORTH FULTON		8/23/93	188
Site Category II	CARROLLTON		8/24/93	180
	COFFEE		8/23/93	178
	JACKSON		8/16/93	174
	MCINTOSH		8/24/93	178
	MUSCOGEE		8/30/93	180
Site Category III	GORDON/CALHOUN		11/1/93	129
	EMANUEL		10/11/93	154
	SHELTERING ARMS		8/23/93	201
	DEKALB		10/18/93	136
	TIFT		10/28/93	154
	NEWTON		10/4/93	146

[A] For sample classrooms only.

[B] Beginning date through 6/1/94.

[C] Home-based sites not included.

was later solved and the child re-enrolled. The child was out for 1 month, or 20 of the program's 129 days. For the 109 days she was actually enrolled she was absent 25 additional days, or 23% of the time.

Table 24 presents the absolute number of days absent and the frequency, percent, and cumulative percent of sample children who were absent at each number of days, regardless of the number of days programs were in session. A more meaningful way to assess absences was to put all sites on the same scale. Thus, absences were standardized across sites by dividing each child's number of absent days by the number of days the child's school was in session. The resulting value represented the percentage of school days each child was absent. Table 25 presents the frequency, percent, and cumulative percent of children having each percentage of days absent. Figure 6 illustrates these absences.

Table 26 presents the means, standard deviations, minimum and maximum for the standardized absences (percentage of absences that each child had) in the three site categories. An ANOVA, computed to compare the site categories, was not significant, indicating that the percentage of absences did not differ among the site categories.

Some programs reported that there were more absences than expected during the spring because many children had chickenpox. Despite this unexpected occurrence of absences, attendance patterns for many children appeared normal. In fact, 43% of the children were absent 5% or fewer days that the program was in session. Nine children had perfect attendance. However, it must be noted that some children were chronically absent. Over 5% of the children missed more than 20% of the days, the equivalent of about 2 months of school days. When the standardized absences are considered, 28% of the children missed more than 10% of the

TABLE 24

FREQUENCY, PERCENT, AND CUMULATIVE PERCENT OF CHILDREN ABSENT FROM SCHOOL

NUMBER OF DAYS ABSENT	FREQUENCY	PERCENT	CUMULATIVE PERCENT†
0	9	3.4	3.4
1	6	2.3	5.7
2	13	5.0	10.7
3	15	5.7	16.8
4	14	5.3	21.7
5	5	1.9	23.6
6	15	5.7	29.3
7	11	4.2	33.5
8	20	7.6	41.4
9	8	3.0	44.4
10	8	3.0	47.4
11	19	7.3	54.7
12	15	5.7	60.4
13	17	6.5	66.9
14	7	2.7	69.6
15	4	1.4	71.0
16	10	3.8	74.8
17	6	2.3	77.1
18	4	1.4	78.5

† The cumulative percent in column 4 indicates the percentage of children whose absences were equal to or fewer than the number of days indicated in column 1.

(Table Continues)

(TABLE 24 CONTINUED)

NUMBER OF	FREQUENCY	PERCENT	CUMULATIVE
19	5	1.9	80.4
20	6	2.3	82.7
21	4	1.4	84.1
22	2	0.8	84.9
23	3	1.1	86.0
24	2	0.8	86.8
25	5	1.9	88.7
26	1	0.4	89.1
27	4	1.4	90.5
28	2	0.8	91.3
29	1	0.4	91.7
30	2	0.8	92.5
31	2	0.8	93.3
32	2	0.8	94.1
33	1	0.4	94.5
34	1	0.4	94.9
39	3	1.1	96.0
41	1	0.4	96.4
42	1	0.4	96.8
43	1	0.4	97.2
48	1	0.4	97.6
54	1	0.4	98.0
58	1	0.4	98.4
59	1	0.4	98.8
62	2	0.8	99.6
63	1	0.4	100.0

† The cumulative percent in column 4 indicates the percentage of children whose absences were equal to or fewer than the number of days indicated in column 1.

TABLE 25

PERCENT OF SCHOOL DAYS THAT CHILDREN WERE ABSENT

PERCENT OF DAYS ABSENT†	FREQUENCY	PERCENT	CUMULATIVE PERCENT
0%	9	3.4	3.4
1%	19	7.3	10.7
2%	25	9.5	20.2
3%	18	6.9	27.1
4%	22	8.4	35.5
5%	20	7.6	43.1
6%	26	9.9	53.0
7%	19	7.3	60.3
8%	12	4.6	64.9
9%	17	6.5	71.4
10%	15	5.7	77.1
11%	11	4.2	81.3
12%	9	3.4	84.7
13%	4	1.5	86.2
14%	4	1.5	87.7
15%	4	1.5	89.2
16%	5	1.9	91.1

†Number of days absent divided by number of days program was in session.

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(Table Continues)

(TABLE 25 CONTINUED)

PERCENT OF DAYS ABSENT†	FREQUENCY	PERCENT	CUMULATIVE PERCENT
17%	4	1.5	92.6
18%	1	0.4	93.0
19%	3	1.1	94.1
20%	1	0.4	94.5
21%	2	0.8	95.3
23%	3	1.1	96.4
24%	1	0.4	96.8
27%	1	0.4	97.2
29%	1	0.4	97.6
30%	1	0.4	98.0
31%	2	0.8	98.8
33%	1	0.4	99.2
34%	2	0.8	100.0

† Number of days absent divided by number of days program was in session.

(Table Continues)

FIGURE 6

ABSENCES

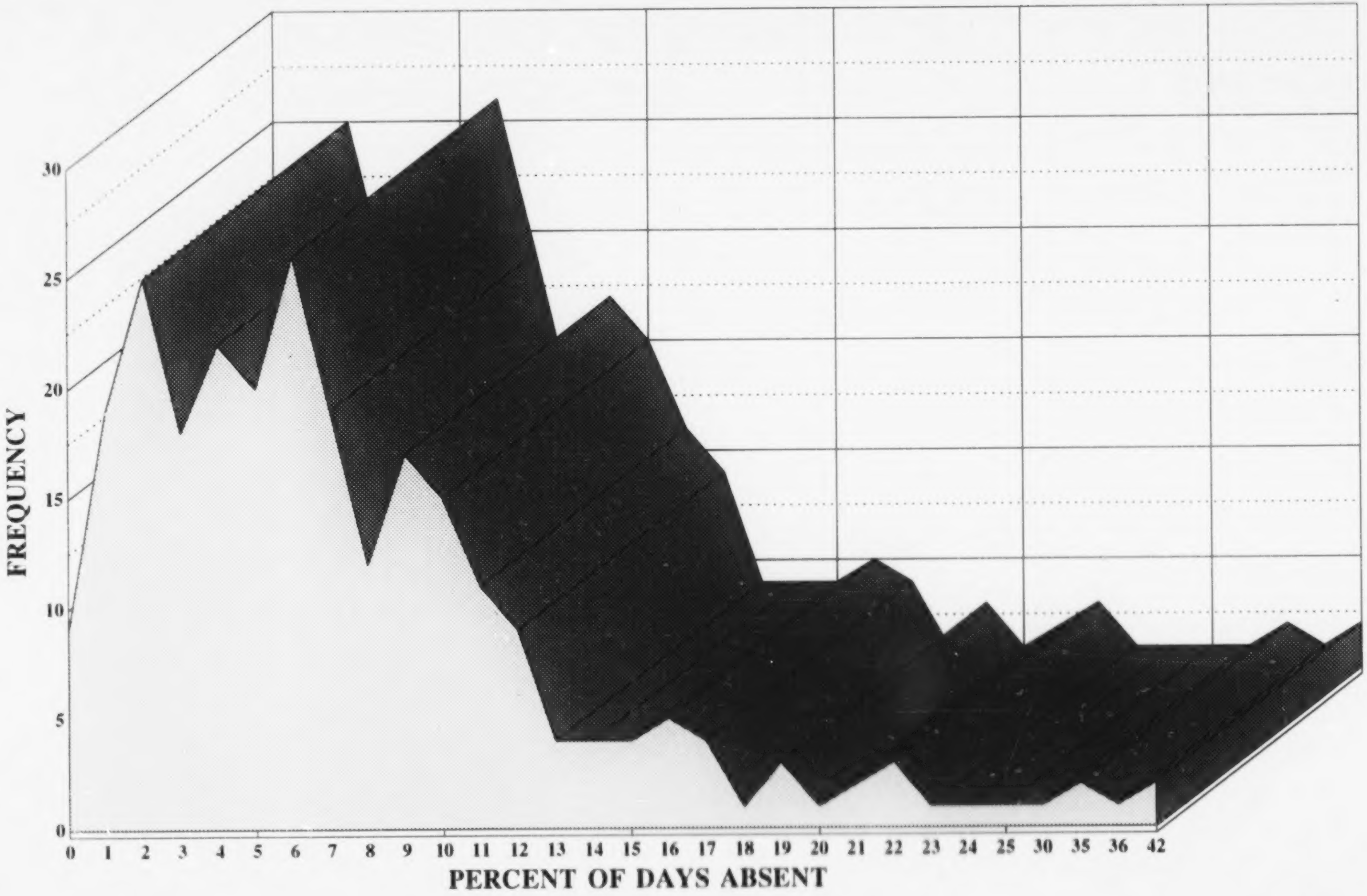

TABLE 26

NUMBER OF DAYS ABSENT (STANDARDIZED BY SITE) IN THE SITE CATEGORIES

SITE CATEGORY	MEAN	STANDARD DEVIATION	MINIMUM	MAXIMUM
Site Category I*	13.47	11.44	0	63
Site Category II**	13.12	11.26	0	62
Site Category III***	12.77	11.98	0	62
ALL SITE CATEGORIES	**13.15**	**11.52**	**0**	**63**

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

program, or the equivalent of over a month of school days for the longest programs. While many children attended regularly, and most children of this age have illnesses that require them to miss some school, the chronically absent should be a concern to the Prekindergarten Program. By being on the roll, these children could be depriving other children of the opportunity to be in the program. Because children who miss an exceptional amount of time are not likely to get maximum benefit from the program, the Prekindergarten Program should emphasize the importance of attendance and plan ways of decreasing absences.

ATTRITION

A record was kept of the sample children who withdrew from the program and the reasons for their withdrawal. Out of the 317 sample children, 38 children withdrew at various times during the year. As noted above, 5 of the children returned, so that the final number of withdrawals was 33 out of 317, or approximately 10%. The reasons reported for the withdrawals were: 13 moved, 4 disliked the program, 4 were dropped by the program, 1 had a logistical problem, 1 was transferred to kindergarten after a successful heart transplant, and 10 gave no reason. A chi-square test indicated no differences in the proportion of withdrawals for the three site categories.

THE 1993-1994 COMPARISON

All information below is for Site Category I. One purpose of including the original programs of Site Category I was to determine whether the 1994 children differed from the 1993 children. To ascertain whether the entire expanded population had changed, the 1993 population was compared to the 1994 expanded population on gender and ethnicity. In 1993, the number of children in the population was 321; in 1994, the number of children in the expanded population was 1108; the number in the population from which the sample was selected was 345.

THE POPULATION COMPARISON

Gender

Table 27 presents the frequency and percentage of boys and girls in the total populations of the 1993 and the 1994 programs. A chi-square comparing the proportion of boys and girls for each year was not significant, indicating that the proportion of boys and girls did not change from one year to the next.

Ethnicity

Table 28 presents the ethnic background of the population in 1993 and in 1994. To ascertain whether the ethnic composition was significantly different for the two years, a chi-square was computed. The chi-square was significant, χ^2 (4) = 43.33, $\underline{p} < .001$. The reason for the change is likely to be that some of the programs expanded into new, predominantly Caucasian, areas. A program in the northern part of the state expanded dramatically, and the expansion was mainly into economically impoverished areas where most of the residents are Caucasian.

THE SAMPLE COMPARISON

Criteria for Admission

In 1994, data were collected on the number of children from families receiving federal assistance, the number of children referred by social services agencies, and the number of children admitted to the program by the use of other criteria. However, in 1993, data were collected only on the number of children who were from families receiving federal assistance, since this was the most important criterion for admission to the program. Thus, the 1993 and the

1994 programs can be compared only on the federal assistance criterion for eligibility. In 1993, out of a sample of 135 children, the families of 86, or 64%, received federal assistance. In 1994, out of a sample of 137 children, the families of 93, or 68%, received federal assistance. A chi-square analysis indicated that the difference between the two years was not significant.

Age

The mean age of children in the 1993 sample on September 1, 1992 was 54.8 months; for the 1994 sample the mean age on the same date was 54.5 months. An ANOVA indicated that there were no significant age differences between the children in the 1993 and 1994 programs.

Gender

Table 29 presents the frequency and percentage of boys and girls in the 1993 and 1994 samples. Chi-squares indicated no significant gender difference between the 1993 and the 1994 samples.

Ethnicity

Table 30 presents the ethnicity data for the 1993 and the 1994 samples. A chi-square test indicated that there was no significant difference between the 1993 and the 1994 groups. However, it must be reiterated that the populations differed, with an ethnicity difference between the 1993 population and 1994 expanded population.

Primary Language

Table 31 presents information about the primary language spoken by the children in the 1993 and the 1994 samples. It can be seen that for both years the primary language of the vast

TABLE 27

GENDER OF CHILDREN IN THE 1993 AND 1994 POPULATIONS IN SITE CATEGORY I*

GENDER	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
Boys	161	50.0	614	55.4
Girls	160	50.0	494	44.6
TOTAL	321	100.0	1108	100.0

* Sites that were operational and evaluated in 1993.

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TABLE 28

ETHNICITY OF CHILDREN IN THE 1993 and 1994 POPULATIONS IN SITE CATEGORY I*

ETHNICITY	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
African American	186	57.9	495	44.7
Caucasian	107	33.4	530	47.8
Hispanic	17	5.3	65	5.9
Asian	11	3.4	9	0.8
Multiracial	not reported		9	0.8
TOTAL	321	100.0	1108	100.0

* Sites that were operational and evaluated in 1993.

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majority of children was English. However, at one center, the primary language was Spanish. A chi-square comparing the primary languages for 1993 and 1994 was not significant, indicating that no change occurred from one year to the next in the children's primary language.

Health

It is not possible to compare the 1993 and 1994 samples on health for several reasons. First, most programs were awarded grants later in the year in 1993 than in 1994 and did not have the same amount of time to plan and administer health services during that pilot year. Second, many programs needed more time than they had during the pilot year to negotiate with the health department on setting up ways to obtain information and cooperation. Program directors have reported that, given more time, they have had the opportunity to attain a better working relationship with the Health Department and to obtain information more freely about the children during 1994 than they were able to do in 1993.

Developmental Levels

The 1993 and the 1994 Site Category I children were compared on developmental age scores, IQ equivalence scores, and differential scores by means of analyses of variance. None of the ANOVA's was significant, indicating that the children in 1994 did not differ from the children in 1993 in any area of development.

Attendance

The percentage of days absent was compared for the 1993 and 1994 children. A t-test indicated that there was a difference, $t\ (355) = 2.22$, $p < .05$. For the percentage of days absent, the 1993 group had a mean of almost 11 and a standard deviation of 9; the 1994 group had a

TABLE 29

GENDER OF CHILDREN IN THE 1993 AND 1994 SAMPLES IN SITE CATEGORY I*

GENDER	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
Boys	68	50.4	78	56.9
Girls	67	49.6	59	43.1
TOTAL	135	100.0	137	100.0

* Sites were operational and evaluated in 1993.

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mean of 8 and a standard deviation of 7. This indicates that fewer absences occurred in 1994 than in 1993 in the same classrooms and with the same teachers. One explanation for this is that in 1994 the Georgia Department of Education required that the programs assure transportation for the children. That requirement seems to have had a positive pay-off.

Attrition

In Site Category I, out of a sample of 135 children, 8 children withdrew from the program at some time during the 1993 year. In 1994, out of a sample of 137, 17 children withdrew. Even though the number of withdrawals appears to be disproportionate for the two years, a chi-square test comparing the two years yielded a result that was not significant.

TABLE 30

ETHNICITY OF CHILDREN IN THE 1993 AND 1994 SAMPLES IN SITE CATEGORY I*

ETHNICITY	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
African American	86	63.7	81	59.1
Caucasian	38	28.1	43	31.4
Hispanic	6	4.5	9	6.6
Asian	5	3.7	1	.7
Multiracial	not reported	not reported	3	2.2
TOTAL	135	100.0	137	100.0

* Sites were operational and evaluated in 1993.

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TABLE 31

PRIMARY LANGUAGE OF THE CHILDREN IN THE 1993 AND 1994 SAMPLES IN SITE CATEGORY I*

LANGUAGE	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
English	128	94.8	132	96.4
Spanish	5	3.7	5	3.6
Asian	2	1.5	0	0.0

* Sites that were operational and evaluated in 1993.

CASE STUDIES, 1994

To illustrate the impact of the Prekindergarten Program on specific children, anecdotal accounts of individual accomplishments were collected. Below are some highlights using fictitious names.

Anecdote 1 is a verbatim copy of a letter written by a mother to the coordinator of a home-based program.

> This programs gives our children a chance to learn materials that will be covered in school. It gives them the ability to recognize numbers, alphabets, compare sets, writing, counting. What I like from this program it gives me a chance to work with my child. We as parents should take advantage of this program because it will teach parents as well as their child to be familiar with the materials they will do in school. My child has learn to color, to write letters, shapes, to listen to a story and answer the questions about it, puzzles, mazes and lots more. We work together each day learning something different from the materials we have. Me as a parent have taught my child that I learn from him and he learns from me with this in mind he were able to enjoy the work from the lessons. My child's favorite were the games that we played which he loves to play me because he wins all the games. I enjoy working with my child helping him with his education. The lessons has been a great help to my child because it helps him to learn alot of things and be able to help other children with their work which he loves to do. I personal will miss having the lessons working with my child, but this will not stop me from working with my child. I say to all the

> teachers and leaders thank you for this program it has been a success to me and my child.

Anecdote 2 was provided by a teacher.

> I have one child who entered our program with very low self-esteem. He was shy, withdrawn and would not participate in activities or talk to the teacher or other student. As the year has progressed I have watched this child open up and try new things, make friends and smile and even laugh out loud. He no longer clings to mom or cries to go home and it is such a joy to watch him play.

Anecdote 3 was provided by a teacher.

> One child in my class would not speak to me at the beginning of the year. She would just look at me or nod or point. I kept talking to her and encouraging her even though she would not respond, to try and gain her trust. Slowly, she began smiling and now she rushes in to give me a hug every morning. She has begun to see others write their names and she will try her best to write her name. She will then come up to me with a big smile and say "look what I made for you." Her smiles, hugs, and persistence make me very proud.

Anecdote 4 was provided by a teacher.

> I have this one student who never spoke, never ate, never asked to go the potty or anything. He used to, on a daily basis, urinate in the corner of the art center. Then he would just sit in it and cry. Five months later, he is now talking more than we can understand, he asks to go potty, and he is eating almost half of his lunch. I am so proud of this child. He has come so far. It really took a lot

from the teacher, the parents, and the child to help him get this far. Hats off to this darling child that will succeed one day thanks to the Pre-K program !!

CHAPTER THREE

FAMILIES

An important task of the evaluation was to describe family characteristics and attitudes. The first section of this chapter describes such family characteristics as household configuration, educational level, employment, income, and federal assistance. The second section presents parents' knowledge, attitudes, feelings, and behaviors concerning child and family health, community services, the Prekindergarten Program, participation in their children's schooling, and involvement in their children's intellectual and emotional development. The third section presents a comparison of the 1993 and 1994 families in Site Category I.

FAMILY CHARACTERISTICS, 1994

The form developed to secure information about families and children (Form I) was used to obtain data on the following characteristics of each sample family: adult configuration of the household; number of adults in the household; number of children in the household; mothers' and fathers' educational levels, employment status, and occupational levels; the families' sources of wages and income; and the families' sources of federal assistance. Chi-square tests comparing the three site categories were computed for each variable. None of the χ^2's was significant. It was apparent from inspection of the data that there were large differences among the sites on many variables, but not among the site categories. In view of this finding, family characteristics will be discussed for the combined groups. However, data for the three site categories will be presented separately in the tables that appear in this section.

FAMILY CONFIGURATION

Table 32 presents the data on the adult configuration of the families. Almost 40% of the sample children lived in a two-parent household. Although not shown in the table, 9 of these two-parent households included at least 1 other adult, usually a grandparent. About 46% of the children lived in a single-parent household with their mothers. The multi-adult category, which accounted for about 12% of the families, is defined as having 2 or more adults, but only 1 parent, in the household. The most common multi-adult configuration was mother and grandmother. Other configurations were mother and aunt or mother and friend. A very small number (about 2%) of children lived in a foster home or with a guardian, usually the grandmother. According to a chi-square the difference in the number of single-parent and two-parent homes is not significant. Although many children lived in a single-parent home, a large percentage lived in two-parent homes; and a small percentage lived in multi-adult households.

Table 33, which presents the number of adults living in the households, indicates that from 1 to 5 adults lived in these homes. Almost an equal number of children lived in homes having 1 adult and 2 adults. Children living with 1 adult were living with a single parent or a single guardian, usually the grandmother. Although a mother and father dyad was the most common occurrence in the two-adult households, other configurations included mother and grandmother and mother and some other relative or friend. Over 6% of the children lived in homes with 3 or more adults.

Table 34 presents the number of children (including the sample child) living in the households. These children may or may not be siblings. In almost 14% of the homes, the sample child was an only child. The most frequent number of children living together in a household was 2, with that configuration occurring in more than 1/3 of the homes. About 1/2 of the homes had

TABLE 32

ADULT CONFIGURATION OF THE FAMILIES

TYPE OF ADULT CONFIGURATION	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Single Parent	62	45.3	43	47.8	41	45.6	146	46.1
Two Parent [A]	58	42.3	32	35.6	34	37.8	124	39.1
Multi-Adult [B]	13	9.5	12	13.3	14	15.6	39	12.3
Foster Parent	1	0.7	0	0.0	1	1.1	2	0.6
Guardian	3	2.2	3	3.3	0	0.0	6	1.9
TOTAL	137	100.0	90	100.0	90	100.1	317	100.0

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

[A] All two-parent families including those with additional adults in the home.
[B] Does not include configuration in which 2 parents reside.

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TABLE 33

ADULTS IN THE HOUSEHOLD IN THE THREE SITE CATEGORIES

NUMBER OF ADULTS	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	65	47.4	46	51.1	42	46.7	153	48.3
2	65	47.4	39	43.3	40	44.4	144	45.4
3	5	3.6	2	2.2	2	2.2	9	2.8
4	1	0.7	1	1.1	4	4.4	6	1.9
5	1	0.7	2	2.2	2	2.2	5	1.6
TOTAL	137	99.8	90	99.9	90	99.9	317	100.0

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

TABLE 34

CHILDREN† IN THE HOUSEHOLD IN THE THREE SITE CATEGORIES

NUMBER OF CHILDREN	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	20	14.6	9	10.0	14	15.6	43	13.6
2	42	30.7	32	35.6	33	36.7	107	33.8
3	47	34.3	21	23.3	27	30.0	95	30.0
4	20	14.6	18	20.0	9	10.0	47	14.8
5	7	5.1	6	6.7	6	6.6	19	6.0
6	1	0.7	4	4.4	1	1.1	6	1.9
TOTAL	137	100.0	90	100.0	90	100.0	317	100.1

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

† Includes sample child.

only 1 or 2 children. In 30% of the homes there were 3 children; and in 15%, there were 4. Only 8% of the homes had 5 or more children living together.

EDUCATIONAL LEVEL

Table 35 presents the highest level of education that was completed by the mothers of the sample children. However, data were unavailable for over 11% of the mothers. It can be seen that 32% of the mothers reported that they attended high school but did not graduate. On the other hand, 33% reported that they did graduate from high school, and 3% graduated from college. 21% had either attended college or had obtained technical training.

These figures suggest that a major focus for Prekindergarten personnel might be to make parents aware of opportunities to pursue GED preparation, further their college education, and prepare for careers through technical school training. In informal situations some high school graduates expressed an interest in attending college. One Prekindergarten Program has presented a local college admissions officer as the speaker at a parent education workshop.

Table 36 presents the highest level of education that was completed by the sample children's fathers. However, data were unavailable for approximately 43% of the fathers. One explanation for this is that many households did not have fathers present. Data were obtained for some fathers who were not living in the household through the mothers' reports. The fathers for whom data are reported are a select group, composed of fathers in two-parent households or fathers whose circumstances are known to the mothers. Therefore, the findings cannot be generalized to the other fathers.

Among the fathers for whom this information was available the number that had graduated from high school was higher than the number that had not graduated. Almost 12% had

TABLE 35

HIGHEST EDUCATIONAL LEVELS ACHIEVED BY MOTHERS IN THE THREE SITE CATEGORIES

EDUCATIONAL LEVEL	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Attended High School	34	24.8	34	37.8	32	35.6	100	31.5
High School Graduate	51	37.2	29	32.2	25	27.8	105	33.1
Technical Training	8	5.8	5	5.6	11	12.2	24	7.6
Some College	21	15.3	7	7.8	14	15.6	42	13.2
College Graduate	6	4.4	3	3.3	1	1.1	10	3.2
Unreported	17	12.4	12	13.3	7	7.8	36	11.4
TOTAL	137	99.9	90	100.0	90	100.1	317	100.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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TABLE 36

HIGHEST EDUCATIONAL LEVELS ACHIEVED BY FATHERS IN THE THREE SITE CATEGORIES

EDUCATIONAL LEVEL	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Attended High School	27	19.7	26	28.9	17	18.9	70	22.1
High School Graduate	28	20.4	22	24.4	20	22.2	70	22.1
Technical Training	5	3.6	3	3.3	5	5.6	13	4.1
Some College	14	10.2	3	3.3	7	7.8	24	7.6
College Graduate	3	2.2	0	0.0	0	0.0	3	0.9
Data Unavailable	60	43.8	36	40.0	41	45.6	137	43.2
TOTAL	137	99.9	90	99.9	90	100.1	317	100.0

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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attended college at some time or had technical training. Three fathers in the sample had graduated from college. One of these fathers lived in a two-parent family with his wife and children. The other two fathers did not live with their children.

EMPLOYMENT

Table 37 presents the sample mothers' current employment status and shows that data were unavailable for approximately 4% of the mothers. Almost 1/2 of the mothers reported that they work. A compelling observation made by both mothers who work and those who do not was that working mothers are penalized because their income is "only a few dollars more" than those who receive AFDC, but they and their children are not eligible for federal assistance or social services.

A problem that illustrates the dilemmas faced by a low-income working mother was described by a family services worker who helped a mother secure a job. As a result of giving up her federal assistance, the mother could no longer afford to live independently and had to move in with her mother and brother. Because of problems between her brother and another person in the housing project, the resulting environment was thought to be unhealthy for both the mother and child. Families frequently face these dilemmas in making decisions about whether or not to work. They recommend that Prekindergarten admission be opened to working families who do not qualify for federal assistance.

Table 38 presents the sample fathers' current employment status. The data were unavailable for almost 40% of the fathers. The employment status of these fathers was likely to be unknown by the mothers because they did not have contact with them. Again, the fathers for whom data are reported are a select group, composed mostly of those fathers in two-parent households or fathers whose circumstances are known to the mothers. Thus, the results cannot

TABLE 37

MOTHERS' EMPLOYMENT STATUS IN THE THREE SITE CATEGORIES

EMPLOYED	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
NO	59	43.1	50	55.6	42	46.7	151	47.6
YES	71	51.8	37	41.1	45	50.0	153	48.3
UNREPORTED	7	5.1	3	3.3	3	3.3	13	4.1
TOTAL	137	100.0	90	100.0	90	100.0	317	100.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

TABLE 38

FATHERS' EMPLOYMENT STATUS IN THE THREE SITE CATEGORIES

EMPLOYED	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
NO	20	14.6	10	11.1	12	13.3	42	13.2
YES	62	45.3	46	51.1	46	51.1	154	48.6
UNREPORTED	55	40.1	34	37.8	32	35.6	121	38.2
TOTAL	137	100.0	90	100.0	90	100.0	317	100.0

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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be generalized to fathers for whom the data were unavailable. For fathers of all children in the program, 48.6% of them are reported to be employed, and about 13% are reported to be unemployed.

The actual jobs of the parents were classified according to the Hollingshead-Redlich Occupational Scale[8]. The definitions of occupational level provided by this scale, with examples from jobs actually held by sample parents are: unskilled laborer (e.g., poultry processing plant worker, janitor), semi-skilled laborer (e.g., teacher's aide), skilled laborer (e.g., dental hygienist, carpenter), technical/clerical (e.g., bookkeeper), semi-professional (farm manager), and minor professional (e.g., minister). An additional occupational level of the Hollingshead-Redlich Occupational Scale is major professional, but the sample did not include a parent in this category. For this report an additional category, "unreported", was added to the tables so that parents who have not defined an occupational level for themselves could be counted.

Table 39 presents the occupational levels of the sample children's mothers for the most recent job held. The numbers in this table do not match the ones in Table 37 because a few of the mothers for whom the last job was reported were no longer working. The 33% in the "unreported" category did not work and did not report a recent occupation. It can be seen from Table 39 that over 1/4 of the mothers work in unskilled labor positions. This finding indicates that there is a need for the Prekindergarten Program to assess job training needs with their families and to make parents aware of opportunities to upgrade their education, job training, and employment where appropriate.

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[8] Hollingshead, A.B. & Redlich, F.E. (1958). Social and mental illness. New York: John Wiley Press.

TABLE 39

MOTHERS' OCCUPATIONAL LEVELS (FOR MOST RECENT JOB) IN THE THREE SITE CATEGORIES

OCCUPATIONAL LEVEL [A]	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
UNSKILLED	30	21.9	37	41.1	18	20.0	85	26.8
SEMI-SKILLED	8	5.8	8	8.9	11	12.2	27	8.5
SKILLED	17	12.4	10	11.1	13	14.4	40	12.6
TECHNICAL/CLERICAL	15	10.9	2	2.2	12	13.3	29	9.2
SEMI-PROFESSIONAL/ MINOR PROFESSIONAL	7	5.1	5	5.6	0	0.0	12	3.8
WORKING BUT UNABLE TO IDENTIFY LEVEL	8	5.8	7	7.8	5	5.6	20	6.3
UNREPORTED [B]	52	38.1	21	23.3	31	34.5	104	32.8
TOTAL	137	100.0	90	100.0	90	100.0	317	100.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

[A] Occupations were categorized according to the Hollingshead-Redlich Occupational Scale, based on the last job held.

[B] Unreported indicates that the mothers are not working and may have never worked.

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Table 40 presents the occupational levels of the sample children's fathers. Again, data were unavailable on a large percentage of fathers, so that the findings cannot be generalized to all fathers of children in Prekindergarten. Most fathers for whom data were reported were working in unskilled of semi-skilled jobs. These data on fathers provide further confirmation that assistance may be needed in locating opportunities for upgrading education, employment or job training.

One of the fathers categorized as a semi-professional is a young college graduate who is a farm manager. He lives on the farm with his wife, their 2-year-old child, and their 4-year-old Prekindergarten child. The family is receiving federal assistance only from the Women, Infants, and Children (WIC) nutritional program.

INCOME FROM WAGES

Table 41 presents the number of different wage sources for the sample families. Almost 1/4 of the families reported receiving no income from earned wages, while over 1/2 of the families received wages from at least one source. This source could be either the mother, father, or any other adult household member. The single working mother was by far the most common source of the household's wages. It should be noted that some of these wages were low enough for many of the mothers to qualify for federal assistance. Almost 1/4 of the households had two sources of income. These wages were most frequently earned by the mother and one other person, such as father, grandmother, or friend. A very small percentage of the sample households had more than two sources of income.

FEDERAL ASSISTANCE

Table 42 presents the various sources of federal assistance received by the sample families. Approximately 34% received Aid to Families with Dependent Children (AFDC), nearly

TABLE 40

FATHERS' OCCUPATIONAL LEVELS (FOR MOST RECENT JOB) IN THE THREE SITE CATEGORIES

OCCUPATIONAL LEVEL [A]	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
UNSKILLED	17	12.4	26	28.9	15	16.7	58	18.3
SEMI-SKILLED	9	6.6	7	7.8	17	18.9	33	10.4
SKILLED	10	7.3	4	4.4	10	11.1	24	7.6
TECHNICAL/CLERICAL	6	4.4	3	3.3	4	4.4	13	4.1
SEMI-PROFESSIONAL/ MAJOR PROFESSIONAL	1	0.7	0	0.0	1	1.1	2	0.6
WORKING BUT UNABLE TO IDENTIFY LEVEL	15	10.9	7	7.8	4	4.4	26	8.2
UNREPORTED [B]	79	57.7	43	47.8	39	43.4	161	50.8
TOTAL	137	100.0	90	100.0	90	100.0	317	100.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

[A] Occupations were categorized according to the Hollingshead-Redlich Occupational Scale.

[B] Unreported indicates that this information was not available.

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TABLE 41

NUMBER OF WAGE SOURCES IN THE HOUSEHOLD IN THE THREE SITE CATEGORIES

NUMBER OF WAGE SOURCES	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
NO WAGE SOURCES	32	23.4	21	23.3	19	21.1	72	22.7
ONE WAGE SOURCE	69	50.4	46	51.1	45	50.0	160	50.5
TWO WAGE SOURCES	31	22.6	21	23.3	21	23.3	73	23.0
THREE WAGE SOURCES	5	3.6	1	1.1	4	4.4	10	3.2
FOUR WAGE SOURCES	0	0.0	1	1.1	1	1.1	2	0.6
TOTAL	137	100.0	90	99.9	90	99.9	317	100.0

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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TABLE 42

SOURCES OF FEDERAL ASSISTANCE

Federal Assistance	SITE CATEGORY I* (n = 137)		SITE CATEGORY II** (n = 90)		SITE CATEGORY III*** (n = 90)		TOTAL (n = 317)	
	Frequency	Percent of the sample children	Frequency	Percent of the sample children	Frequency	Percent of the sample children	Frequency	Percentofthe samplechildren
AFDC[A]	47	34.3	33	36.7	28	31.1	108	34.1
WIC[B]	26	19.0	44	48.9	22	24.4	92	29.0
Food stamps	53	38.7	46	51.1	28	31.1	127	40.1
Medicaid	63	46.0	58	64.4	47	52.2	168	53.0
Utilities	13	9.5	0	0	0	0	13	4.1
Subsidized housing	24	17.5	11	12.2	4	4.4	39	12.3
Disability	3	2.2	0	0	1	1.1	4	1.3
Social security	7	5.1	4	4.4	2	2.2	13	4.1
Free and reduced lunch	11	8.0	0	0	12	13.3	23	7.3

* Sites that were operational and evaluated in 1993.

** Sites that were operational but not evaluated in 1993.

*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

[A] Aid to Families with Dependent Children

[B] Women, Infants, and Children Nutrition Program

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1/3 received assistance from the Women, Infants, and Children (WIC) nutrition program, 40% received food stamps, and roughly 1/2 received Medicaid.

Many families received assistance from more than one source. Table 43 presents the number of federal sources from which the families obtained assistance. About 1/4 of the households received no federal assistance, while approximately 28% received assistance from one source. Close to 50% received assistance from two or more sources.

SURVEY OF PARENTS' ATTITUDES, KNOWLEDGE, AND BEHAVIORS

A structured interview was devised for surveying parents about their attitudes, feelings, knowledge, and behaviors in relation to their children, their children's school and teachers, and community social services. The director of each program selected family services workers and teachers to interview the parents. The interviewers asked the questions presented in Tables 44 and 45, filled in the parents' responses, and returned the completed surveys to the Evaluation Project. These structured interviews were administered to a total of 279 families.

It can be seen from Tables 44 and 45 that the questions were categorized into a number of topics. Items 1 and 2 relate to health; items 4 and 5 concern knowledge and attitudes about community services; question 6 was designed to obtain information about feelings of empowerment; question 7 attempts to discern whether the children are able to engage in prosocial behavior; items 8, 9, and 10 are about discipline; items 11, 12, and 13 concern the parents' relationship to the school; items 3 and 14 concern the children's interest in school and books; and item 15, thought to be related to 3 and 14, asks about parents' involvement in an intellectual activity (looking at books) with their children. Table 44 presents the frequency and percent of

TABLE 43

THE NUMBER OF SOURCES OF FEDERAL ASSISTANCE SAMPLE FAMILIES ARE RECEIVING

NUMBER OF SOURCES	SITE CATEGORY I*		SITE CATEGORY II**		SITE CATEGORY III***		TOTAL	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percentage of Sample Families
No federal assistance	44	32.1	12	13.3	22	24.4	78	24.6
One Source	36	26.3	22	24.4	31	34.4	89	28.1
Two Sources	12	8.8	17	18.9	13	14.4	42	13.2
Three Sources	18	13.1	18	20.0	13	14.4	49	15.5
Four Sources	10	7.3	19	21.1	7	7.8	36	11.4
Five Sources	11	8.0	2	2.2	4	4.4	17	5.4
Six Sources	4	2.9	0	0.0	0	0.0	4	1.3
Seven Sources	2	1.5	0	0.0	0	0.0	2	0.6

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

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TABLE 44

FREQUENCIES AND PERCENTAGES IN EACH RESPONSE CATEGORY FOR PARENT INTERVIEWS

ITEM	Response	Frequency	Percent
1. How is your child's health?	Excellent (5)	126	45.2
	Good (4)	136	48.7
	Fair (3)	12	4.3
	Poor (2)	0	0.0
	Has a chronic condition (1)	5	1.8
2. How is your family's health?	Excellent (5)	87	31.2
	Good (4)	161	57.7
	Fair (3)	21	7.5
	Poor (2)	2	0.7
	Someone has a chronic condition (1)	8	2.9
3. How does your child like school?	Loves it (4)	198	71.0
	Likes it (3)	77	27.6
	Not very happy to go (2)	3	1.1
	Hates it (1)	0	0.0
	Missing data	1	0.4
4. Considering the services that people in your community might need, are these services available through community agencies?	Always (4)	74	26.5
	Sometimes (3)	135	48.4
	Not as good as I would like (2)	46	16.5
	Rarely (1)	15	5.4
	Missing data	9	3.2
5. How do community agency workers treat clients?	They go out of their way to be helpful. (4)	97	34.8
	They respect the clients, but don't go out of their way to help them. (3)	72	25.8
	They are not actually rude, but they don't seem to care much about the clients. (2)	43	15.4
	They are rude (1)	11	3.9
	Missing data	56	20.1

(table continues)

(TABLE 44 CONTINUED)

ITEM	Response	Frequency	Percent
6. If you felt that you needed a service, what would you do?	I would obtain help from a community agency or someplace similar. (4)	140	50.2
	I would seek help from a friend or relative. (3)	127	45.5
	I would wait until someone came who could help me. (2)	6	2.2
	I don't know what I would do. (1)	5	1.8
	Missing data	1	0.4
7. If your child were asked to share a favorite toy with another child that he does not know very well, what would he or she do?	Likes to share (4)	82	29.4
	Would feel OK about sharing (3)	108	38.7
	Might share, but would not be happy about it (2)	80	28.7
	Would not share (1)	9	3.2
8. Assume your child is playing with a younger child in your house. You have told him/her not to take the younger child's toy. Your child disobeys you. What would you do?	My child and I would discuss the problem together (4)	164	58.8
	Put the child in time out or take away a privilege (3)	71	25.4
	Scold or fuss at the child (2)	24	8.6
	Spank the child (1)	18	6.5
	Missing data	2	0.7
9. If your child continues with the same misbehavior, what would you do? (as in item #8)	My child and I would discuss the problem together (4)	43	15.4
	Put the child in time out or take away a privilege (3)	137	49.1
	Scold or fuss at the child (2)	19	6.8
	Spank the child (1)	78	28.0
	Missing data	2	0.7
10. What do you do when your child behaves well?	Give praise or a hug (4)	198	71.0
	Give a privilege (3)	18	6.5
	Give a reward (something material) (2)	47	16.8
	I don't do anything because I expect him/her to behave well (1)	13	4.7
	Missing data	3	1.1

(table continues)

(TABLE 44 CONTINUED)

ITEM	Response	Frequency	Percent
11. A. Have you had the opportunity to visit your child's classroom or school this year? (Do not include dropping off or picking up)	Yes (1)	252	90.3
	No (0)	22	7.9
	Missing Data	5	1.8
B. If yes, how many times?	21-100+	32	11.5
	11-20	34	12.2
	6-10	41	14.7
	1-5	135	48.4
	0	22	7.9
	Missing data	15	5.4
12. A. Have you had the opportunity to volunteer to help in your child's classroom or school this year?	Yes (1)	189	67.7
	No (0)	85	30.5
	Missing data	5	1.8
B. If yes, how many times?	21-100+	16	5.7
	11-20	20	7.2
	6-10	27	9.7
	1-5	121	43.4
	0	85	30.5
	Missing data/Not applicable	10	3.6
13. A. Have you had the opportunity to have conferences with your child's teacher this year?	Yes (1)	239	85.7
	No (0)	38	13.6
	Missing Data	2	0.7
B. If yes, how comfortable did you feel?	Very much at ease (4)	122	43.7
	Comfortable (3)	76	27.2
	Somewhat uncomfortable (2)	6	2.2
	Very uncomfortable (1)	34	12.2
	Missing Data	41	14.7

(table continues)

(TABLE 44 CONTINUED)

ITEM	Response	Frequency	Percent
C. How helpful did you find the conferences to be?	Very helpful (4)	130	46.6
	Helpful (3)	103	36.9
	Not very helpful (2)	4	1.4
	Not helpful at all (1)	0	0.0
	No conference or missing data	42	15.1
14. A. Does your child ever choose to look at books in his/her free time at home?	Yes (1)	274	98.2
	No (0)	5	1.8
B. If yes, how often?	Every day (4)	107	38.4
	A few times a week (3)	137	49.1
	About once a week (2)	22	7.9
	Less than once a week (1)	8	2.9
	Answered "no" on Part A	5	1.8
15. A. Do you ever look at books with your child?	Yes (1)	270	96.8
	No (0)	9	3.2
B. If yes, how often?	Every day (4)	62	22.2
	A few times a week (3)	155	55.6
	About once a week (2)	37	13.3
	Less than once a week (1)	15	5.4
	Answered "no" on Part A or missing data	10	3.6

TABLE 45

MEANS AND STANDARD DEVIATIONS IN EACH RESPONSE CATEGORY FOR PARENT INTERVIEWS

ITEM	Response (numbers following the response are scores)	Mean	Standard Deviation
1. How is your child's health?	Excellent (5)	4.35	0.73
	Good (4)		
	Fair (3)		
	Poor (2)		
	Has a chronic condition (1)		
2. How is your family's health?	Excellent (5)	4.14	0.81
	Good (4)		
	Fair (3)		
	Poor (2)		
	Someone has a chronic condition (1)		
3. How does your child like school?	Loves it (4)	3.70	0.48
	Likes it (3)		
	Not very happy to go (2)		
	Hates it (1)		
	Missing data		
4. Considering the services that people in your community might need, are these services available through community agencies?	Always (4)	2.99	0.82
	Sometimes (3)		
	Not as good as I would like (2)		
	Rarely (1)		
	Missing data		
5. How do community agency workers treat clients?	They go out of their way to be helpful. (4)	3.14	0.90
	They respect the clients, but don't go out of their way to help them. (3)		
	They are not actually rude, but they don't seem to care much about the clients. (2)		
	They are rude (1)		
	Missing data		

(table continues)

(TABLE 45 CONTINUED)

ITEM	Response (numbers following the response are scores)	Mean	Standard Deviation
6. If you felt that you needed a service, what would you do?	I would obtain help from a community agency or someplace similar. (4)	3.45	0.64
	I would seek help from a friend or relative. (3)		
	I would wait until someone came who could help me. (2)		
	I don't know what I would do. (1)		
	Missing data		
7. If your child were asked to share a favorite toy with another child that he does not know very well, what would he or she do?	Likes to share (4)	2.94	0.84
	Would feel OK about sharing (3)		
	Might share, but would not be happy about it (2)		
	Would not share (1)		
8. Assume your child is playing with a younger child in your house. You have told him/her not to take the younger child's toy. Your child disobeys you. What would you do?	My child and I would discuss the problem together (4)	3.38	0.89
	Put the child in time out or take away a privilege (3)		
	Scold or fuss at the child (2)		
	Spank the child (1)		
	Missing data		
9. If your child continues with the same misbehavior, what would you do? (as in item #8)	My child and I would discuss the problem together (4)	2.52	1.06
	Put the child in time out or take away a privilege (3)		
	Scold or fuss at the child (2)		
	Spank the child (1)		
	Missing data		
10. What do you do when your child behaves well?	Give praise or a hug (4)	3.45	0.93
	Give a privilege (3)		
	Give a reward (something material) (2)		
	I don't do anything because I expect him/her to behave well (1)		
	Missing data		

(table continues)

(TABLE 45 CONTINUED)

ITEM	Response (numbers following the response are scores)	Mean	Standard Deviation
11. A. Have you had the opportunity to visit your child's classroom or school this year? (Do not include dropping off or picking up)	Yes (1)	.92	0.27
	No (0)		
	Missing Data		
B. If yes, how many times?	Range = 0 - 120	10.76	16.86
12. A. Have you had the opportunity to volunteer to help in your child's classroom or school this year?	Yes (1)	0.69	0.46
	No (0)		
	Missing data		
B. If yes, how many times?	Range = 0 - 104	4.80	9.36
13. A. Have you had the opportunity to have conferences with your child's teacher this year?	Yes (1)	0.86	0.34
	No (0)		
	Missing Data		
B. If yes, how comfortable did you feel?	Very much at ease (4)	3.20	1.04
	Comfortable (3)		
	Somewhat uncomfortable (2)		
	Very uncomfortable (1)		
	Answered "no" on Part A or missing data		
C. How helpful did you find the conferences to be?	Very helpful (4)	3.53	0.53
	Helpful (3)		
	Not very helpful (2)		
	Not helpful at all (1)		
	No conferences or missing data		
14. A. Does your child ever choose to look at books in his/her free time at home?	Yes (1)	0.98	0.13
	No (0)		

(table continues)

(TABLE 45 CONTINUED)

ITEM	Response (numbers following the response are scores)	Mean	Standard Deviation
B. If yes, how often?	Every day (4)	3.25	0.73
	A few times a week (3)		
	About once a week (2)		
	Less than once a week (1)		
	Answered "no" on Part A		
15. A. Do you ever look at books with your child?	Yes (1)	0.97	0.18
	No (0)		
B. If yes, how often?	Every day (4)	2.98	0.77
	A few times a week (3)		
	About once a week (2)		
	Less than once a week (1)		
	Answered "no" on Part A or missing data		

parents giving each answer, and Table 45 presents the mean and standard deviation for each answer. In Tables 44 and 45, all possible response alternatives are presented from positive to negative for the sake of clarity. However, in the survey itself the direction of the alternatives was presented in a random order to discourage the development of a "set" for selecting an answer in a particular position. The survey as it was presented to the parents appears in Appendix B.

Two questions have five response alternatives and eight questions have four alternatives. The tables show numbers in parentheses following the alternatives. These numbers indicate the score assigned to each alternative. Questions 11 through 15 are presented in more than one part. The first part asks for a "yes" or "no" answer; the next parts ask for further elaboration if the answer is "yes". The first part of questions 11 and 12 asks whether the parent has visited or volunteered in the child's classroom. An affirmative answer is followed by the next part, which asks for the number of times the action took place. Although for presentation in Table 44 the frequencies were categorized, in the actual survey respondents simply stated the number of times they visited or volunteered in the classroom. (See Appendix B.) The means and standard deviations presented in Table 45 for the second part of these questions include zeros for those parents who responded "no" to the first part of the questions.

It can be seen that most parents think the health of their children and families is excellent or good. Item 3, "How does your child like school?", reveals that all but 3 children love or like it, and the mean of the responses is 3.7 out of a possible 4 points. No child is reported to "hate it." The attitudes about community services appear to be neutral to good. Question 6, the empowerment question, indicates that most parents would actively seek help for a problem. Question 7, concerning children's prosocial behavior, provides a somewhat normal distribution of answers, and is likely to reflect the behaviors that would be expected for 4-year-olds. Answers to items 8, 9, and 10, the questions about discipline, suggest that over 84% of the parents would "discuss the problem" with their child or "use time out or take a privilege away" if their child disobeyed them. If the misbehavior persisted, over 64% would still use one of these two techniques. Only 6.5% said they would spank the child on the first offense and 28% would spank if the misbehavior continued. Questions 11, 12, and 13 indicate that 90% of the parents have visited the child's classroom, with the average number of visits being more than 10; almost 70% have volunteered, with the average number of times being almost 5; and over 85% have conferred with the teacher. Most parents found the teacher conferences to be helpful or very helpful. Questions 14 and 15 indicate that the vast majority of children look at books at home both alone and with the parent. A large number of incidents involving books occur at least a few times a week.

To summarize the findings of this survey, it appears that the parents and children are extremely well satisfied with the school and teachers and that most parents chose positive discipline strategies consistent with those taught in many parenting programs. It is very likely that the parent education workshops offered by the Prekindergarten Program would have reinforced these disciplinary techniques. The Program may also have stressed the importance of having the child involved with books at home, and particularly of child-parent interaction around books.

COMPARISON OF 1993 AND 1994 FAMILIES

Because the same information was obtained for the 1993 and the 1994 samples in Site Category I, direct comparisons could be made on family characteristics. However, the procedure for obtaining information about families' feelings, attitudes, and behaviors was different in 1993 and 1994, so that statistical analyses of differences cannot be made, but indirect comparisons are presented.

FAMILY CHARACTERISTICS

CONFIGURATION OF THE HOME

Table 46 presents the adult configuration of the homes in 1993 and 1994. A chi-square test indicated that there was no difference in the adult configurations of the households between the two years. Table 47 reports the number of adults living in the children's households. Although the chi-square was not significant, χ^2 (5) = 9.56, $p < .10$, it did approach significance. Inspection of Table 47 suggests that more children lived with only one adult in the household in 1994 than in 1993. Children living with one adult were living with a single parent or a single guardian, most likely the grandmother.

Table 48 compares the number of children in the households in 1993 and 1994. A chi-square, computed to compare the groups, was not significant, indicating no difference between the two years.

EDUCATIONAL LEVEL

Table 49 presents the highest educational level attained by the mothers. It must be noted that almost 30% of the mothers did not report their educational levels in 1993, and over 12% did not report this information in 1994. Of those who reported their educational levels, a chi-square test indicated that there was a difference between the two years, χ^2 (5) = 29.03, $p < .001$. An inspection of Table 49 suggests that more mothers attended high school, but did not graduate, in 1993 than in 1994. The mothers appear to be better educated in 1994, with the inclusion of more high-school and college graduates and more who had some college.

TABLE 46

ADULT CONFIGURATION OF THE FAMILIES IN SITE CATEGORY I*

TYPE OF ADULT CONFIGURATION	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
Single Parent	46	34.0	62	45.3
Two Parent	53	39.3	58	42.3
Multi-Adult	33	24.5	13	9.5
Foster Parent	2	1.5	1	0.7
Guardian	1	0.7	3	2.2
TOTAL	135	100.0	137	100.0

* Sites that were operational and evaluated in 1993.

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TABLE 47

ADULTS IN THE HOUSEHOLD IN SITE CATEGORY I*

NUMBER OF ADULTS	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
1	46	34.1	65	47.4
2	69	51.1	65	47.4
3	13	9.6	5	3.6
4	2	1.5	1	0.7
5	2	1.5	1	0.7
6	2	1.5	0	0.0
Unreported	1	0.7	0	0.0
TOTAL	135	100.0	137	99.8

* Sites that were operational and evaluated in 1993.

TABLE 48

CHILDREN IN THE HOUSEHOLD IN SITE CATEGORY I*

NUMBER OF CHILDREN	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
1	16	11.9	20	14.6
2	49	36.3	42	30.7
3	27	20.0	47	34.3
4	29	21.5	20	14.6
5	5	3.7	7	5.1
6	4	3.0	1	0.7
7	3	2.2	0	0.0
Unreported	2	1.5	0	0.0
TOTAL	135	100.0	137	100.0

* Sites that were operational and evaluated in 1993.

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TABLE 49

HIGHEST EDUCATIONAL LEVELS ACHIEVED BY MOTHERS IN SITE CATEGORY I*

EDUCATIONAL LEVEL	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
Attended High School	52	38.5	34	24.8
High School Graduate	37	27.4	51	37.2
Technical Training	0	0.0	8	5.8
Some College	4	3.0	21	15.3
College Graduate	3	2.2	6	4.4
Unreported	39	28.9	17	12.4
TOTAL	**135**	**100.0**	**137**	**99.9**

* Sites that were operational and evaluated in 1993.

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Table 50 presents the highest educational levels achieved by the fathers. Because of the large number of fathers for whom no data were available, a statistical comparison would not be meaningful. However, an inspection of the table suggests that of the fathers for whom data were available, there were more who attended college in 1994 than in 1993.

EMPLOYMENT

Table 51 presents the mothers' employment status for the two years. A chi-square test was significant, χ^2 (1) = 8.3, $p < .05$. It appears that more mothers were employed in 1994 than in 1993. Again, the fathers' employment status reported in Table 52 is difficult to interpret because data were unavailable for about 1/2 of the fathers. Nevertheless, a chi-square test was computed on the available data, and it yielded a non-significant result.

Table 53 presents the mothers' occupational levels. Since these levels were reported for the most recent job, even if the mother was not currently working, the number of mothers whose occupational level is reported in Table 53 is greater than the number reported to be currently employed in Table 51. A large number of mothers, many of whom had not worked, did not report an occupational level. Although the data are incomplete and the validity of the comparison is questionable, a chi-square test comparing the 1993 and 1994 mothers for whom data were available was significant, χ^2 (5) = 16.92, $p < .01$, suggesting that, of the mothers reporting information about their last job, more had higher level occupations in 1994 than in 1993. There is so much missing data for the occupational levels of the fathers that a statistical analysis would have been meaningless and was not done. The data are presented in Table 54.

TABLE 50

HIGHEST EDUCATIONAL LEVELS ACHIEVED BY FATHERS IN SITE CATEGORY I*

EDUCATIONAL LEVEL	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
Attended High School	16	11.9	27	19.7
High School Graduate	20	14.8	28	20.4
Technical School	0	0.0	5	3.6
Some College	1	.7	14	10.3
College Graduate	3	2.2	3	2.2
Graduate Degree	1	.7	0	0.0
Data Unavailable**	94	69.6	60	43.8
TOTAL	135	99.9	137	100.0

* Sites that were operational and evaluated in 1993.

** Data are unavailable on a large number of fathers because many children had no father in the household.

TABLE 51

MOTHERS' EMPLOYMENT STATUS IN SITE CATEGORY I*

EMPLOYED	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
NO	74	54.8	59	43.1
YES	42	31.1	71	51.8
UNREPORTED	19	14.1	7	5.1
TOTAL	135	100.0	137	100.0

* Sites that were operational and evaluated in 1993.

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TABLE 52

FATHERS' EMPLOYMENT STATUS IN SITE CATEGORY I*

EMPLOYED	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
NO	7	5.2	20	14.6
YES	50	37.0	62	45.3
DATA UNAVAILABLE**	78	57.8	55	40.1
TOTAL	135	100.0	137	100.0

* Sites that were operational and evaluated in 1993.

** Data were unavailable on a large number of fathers because many children had no father in the household.

TABLE 53

MOTHERS' OCCUPATIONAL LEVELS (FOR MOST RECENT JOB) IN SITE CATEGORY I*

OCCUPATIONAL LEVEL †	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
UNSKILLED	33	24.4	30	21.9
SEMI-SKILLED	4	3.0	8	5.8
SKILLED	9	6.7	17	12.4
TECHNICAL/CLERICAL	0	0.0	15	10.9
SEMI-PROFESSIONAL/ MINOR PROFESSIONAL	1	0.7	7	5.1
WORKING BUT UNABLE TO IDENTIFY LEVEL	0	0.0	8	5.8
NEVER WORKED or UNREPORTED	88	65.2	52	38.1
TOTAL	**135**	**100.0**	**137**	**100.0**

* Sites that were operational and evaluated in 1993.

† Occupations were categorized according to the Hollingshead-Redlich Occupational Scale.

TABLE 54

FATHERS' OCCUPATIONAL LEVELS (FOR MOST RECENT JOB) IN SITE CATEGORY I*

OCCUPATIONAL LEVEL †	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
UNSKILLED	28	20.7	17	12.4
SEMI-SKILLED	11	8.2	9	6.6
SKILLED	7	5.2	10	7.3
TECHNICAL/CLERICAL	0	0.0	6	4.4
WORKING BUT UNABLE TO IDENTIFY LEVEL	0	0.0	15	10.9
SEMI-PROFESSIONAL/ MINOR PROFESSIONAL	3	2.2	1	0.7
NEVER WORKED or UNREPORTED	86	63.7	79	57.7
TOTAL	**135**	**100.0**	**137**	**100.0**

* Sites that were operational and evaluated in 1993.

† Occupations were categorized according to the Hollingshead-Redlich Occupational Scale.

INCOME FROM WAGES

Table 55 presents the number of different wage sources for the 1993 and 1994 sample families. Over 30% of the families reported receiving no income from earned wages in 1993, while 23% reported receiving no income from wages in 1994. A chi-square was computed to compare the two groups on no wage sources versus a combination of 1, 2, or 3 wage sources. The chi-square approached significance, χ^2 (1) = 3.33, $p < .10$. This may be suggestive that more families had some wages in 1994 than in 1993.

FEDERAL ASSISTANCE

Table 56 presents the various sources of federal assistance received by the sample families in 1993 and 1994. Chi-squares were computed to compare the proportion of 1993 and 1994 families who did and did not receive each type of federal assistance. Out of the chi-squares computed for each type of assistance, the only one that was significant was for Medicaid, χ^2 (1) = 7.73, $p < .01$, with more families receiving Medicaid in 1994 than in 1993.

Many families received assistance from more than one source. Table 57 presents the number of federal sources from which the families obtained assistance in 1993 and 1994. It can be seen that an equal proportion of families received no federal assistance in 1993 and 1994. A greater number of the 1994 than 1993 families appear to receive federal assistance from multiple sources.

PARENTS' ATTITUDES

In 1993 parents' attitudes were assessed by means of on-site group interviews by Evaluation Project personnel. In 1994 they were assessed by means of a survey which local family services workers and teachers administered individually. The method of assessment was changed for the following reasons: (a) a more objective means of assessing parent attitudes was

TABLE 55

NUMBER OF WAGE SOURCES IN THE HOUSEHOLD IN SITE CATEGORY I*

NUMBER OF WAGE SOURCES	1993 SCHOOL YEAR (Seven Sites)		1994 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
NO WAGE SOURCES	45	33.3	32	23.4
ONE WAGE SOURCE	64	47.4	69	50.4
TWO WAGE SOURCES	24	17.8	31	22.6
THREE WAGE SOURCES	2	1.5	5	3.6
TOTAL	135	100.0	137	100.0

* Sites that were operational and evaluated in 1993.

TABLE 56

SOURCES OF FEDERAL ASSISTANCE IN SITE CATEGORY I*

Federal Assistance	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
AFDC [A]	56	41.5	47	34.3
WIC [B]	39	28.9	26	19.0
Food stamps	65	48.1	53	38.7
Medicaid	40	29.6	63	46.0

* Sites that were operational and evaluated in 1993.

[A] Aid to Families with Dependent Children

[B] Women, Infants, and Children Nutrition Program

TABLE 57

THE NUMBER OF SOURCES OF FEDERAL ASSISTANCE SAMPLE FAMILIES ARE RECEIVING IN SITE CATEGORY I*

NUMBER OF SOURCES	1992-93 SCHOOL YEAR (Seven Sites)		1993-94 SCHOOL YEAR (Seven Sites)	
	Frequency	Percent	Frequency	Percent
No federal assistance	45	33.3	44	32.1
One source	64	47.4	36	26.3
Two sources	24	17.8	12	8.8
Three sources	2	1.5	18	13.1
Four sources	0	0.0	10	7.3
Five sources	0	0.0	11	8.0
Six sources	0	0.0	4	2.9
Seven sources	0	0.0	2	1.5

* Sites that were operational and evaluated in 1993.

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thought to be necessary, (b) an instrument that could be used over several years was needed so that change in parents' attitudes and behaviors could be assessed as the children progressed through school, and (c) the addition of a large number of sites made it prohibitive for Evaluation personnel to conduct on-site parent interviews.

A few indirect comparisons between the attitudes expressed by parents in 1993 and 1994 can be made. First, parents had extremely positive feelings about the Prekindergarten Program in both 1993 and 1994. No negative attitudes were expressed about the program in either year. Concerning social services, parents did not express the extremely negative attitudes in 1994 that some had expressed in 1993. This could mean either that the group atmosphere of 1993 was more encouraging of this type of expression or that the agencies have become more sensitive and/or accessible to parents. It is possible that the coordinating councils have influenced the agencies in a positive direction.

LETTERS FROM PARENTS TO A HOME-BASED PROGRAM

The letters presented below are verbatim copies of letters written by parents.

Letter 1

> I think the program you have is a very good program for those who are young and have the ambition to want to learn. It gave my son and I quality time with one another. It also helped because it went along with his school work. It was a joy to see my son do work that he enjoyed doing. He would ask me will you read to me please. On Sunday after church I read to all my children. I have 8 children. I read to my 5 little ones and some of the children that live in our area. I personally enjoy reading to him and the children. I think the program

gives the child better control of the pencil and to understand what they hear and explain what was read to them. I really want to thank you for a program that kingardeners and preschoolers can enjoy and express themselves as a big child could do. Thank You!

Letter 2

The program has helped me to become more social w/my son and has built up my self esteem. I think the parents that go through the program have a sense of pride in themselves. I feel good! I think it helps to strengthen the parent/child relationship. It has helped my child to visualize and learn concepts in counting, cutting & pasting, connect the dots. He has learned his shapes and colors. He was unable to concentrate for very long before PreK and now he can concentrate much longer and sit still. He has become more vocalized and his speech has improved. He has learned to arrange group patterns. He is using the things he is learning in his everyday environment.

It has helped me maintain a one on one contact with my son and has taught me how to educate my son and prepare him for Kindergarten. I have learned a great deal also. It has shown me to focus on his learning abilities and weak areas.

CHAPTER FOUR

FAMILY SERVICES

The comprehensiveness of the Georgia Prekindergarten Program is its most salient and unique feature. In addition to providing educational experiences for children and families, a major goal of the program is to help families secure needed services. For this purpose each Prekindergarten Program has an organized family services component and employs one or more family services workers. One task of the evaluation is to describe the administrative structure of the family services program and the activities and characteristics of the Prekindergarten personnel who provide family services. To obtain this information several questionnaires were administered.

PROGRAM DESCRIPTION

A Questionnaire for Family Services Workers (Form F) was administered to all 72 individuals at the 18 sites who were employed to carry out family services activities. The questionnaire was divided into two parts. The first part elicited information about the administrative characteristics of the family services positions. The respondents were asked to provide their own title, the name and title of their immediate supervisor, and the name and title of the person responsible for hiring them. These forms were used to compile information about family services in each site for the three site categories. Between this questionnaire and the Staff Questionnaire (Form E), this information was available for all 72 family services employees.

Tables 58, 59, and 60 present the number of family services workers, the number of families, and the ratio of family services workers to families at each site in the three site categories. It can be seen that the lowest ratio of family services workers to families is 1 to 10

TABLE 58

CHARACTERISTICS OF FAMILY SERVICES COMPONENT IN SITE CATEGORY I*

Site	Number of FSW's[†]	Number of Families	Ratio of FSW's to Families	Titles	Supervisor
A	2	41	1:21	Community Director - Social Services Outreach/PreK	Community Director (DFCS)
				Family Service Coordinator -Outreach Program	Casework Supervisor Principal (DFCS)
B	9	142	1:16	Lead Family Service Coordinator	Director of Research and Special Projects
				Family Service Coordinator	Lead Family Service Coordinator
				PEACH Case Manager	
C	2	68	1:34	Family Service Worker	School Principal
				Family Service Provider	
D	11	111	1:10	Home-based Coordinator	Director of Early Childhood Education
				Parent Educator/Family Service Worker	Home-based Coordinator
				Family Service Worker	Lead Preschool Teacher
E	2	58	1:29	Family Service Coordinator	PreK Director
F	23	658	1:29	Family Service Coordinator	PreK/Head Start Coordinator
				Social Worker	Center Coordinator
				Family Support Staff	
				Home Visitor	
G	1	30	1:30	Social Worker/Family Service Coordinator	Director

* Sites that were operational and evaluated in 1993.

[†] Family Services workers in the sample and the expansion.

TABLE 59

CHARACTERISTICS OF FAMILY SERVICES COMPONENT IN SITE CATEGORY II*

Site	Number of FSW's†	Number of Families	Ratio of FSW's to Families	Titles	Supervisor
H	1	30	1:30	Family Service Coordinator	Director PreK Program
I	1	33	1:33	Family Service Coordinator	Director of Special Services
J	2	39	1:20	Family Service Coordinator	Program Director Assistant Principal
K	2	40	1:20	PreK Family Service Coordinator	Curriculum Director/PreK Coordinator
L	4	48	1:12	Family Service Assistant Family Service Coordinator	Family Service Coordinator Early Childhood Consultant

* Sites that were operational but not evaluated in 1993.
† Family Services Coordinator

TABLE 60

CHARACTERISTICS OF FAMILY SERVICES COMPONENT IN SITE CATEGORY III*

Site	Number of FSW's†	Number of Families	Ratio of FSW's to Families	Titles	Supervisor
M	4	136	1:34	Family Service Coordinator	PreK Specialist
N	2	68	1:34	Family Service Coordinator	Principal/Project Director
O	3	84	1:28	Family Service Coordinator	Project Director
P	1	38	1:38	Family Service Coordinator	ILT, Project Director
Q	1	26	1:26	Family Service Coordinator	Director
R	1	20	1:20	Family Service Coordinator	Preschool Coordinator

* Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

† Family Services Workers

at site D. At this site nine family services workers also serve as parent educators who see each parent once a week to administer an educational program as well as family services. The highest ratio of family services workers to families is 1 to 34. Thus, it appears that all sites have a reasonable ratio, one which is below the Georgia Department of Education recommendation for 1995 of 1 family services worker to every 40 children.

ADMINISTRATIVE STRUCTURE

To show how family services are administered, Tables 58, 59, and 60 present the titles of the family services workers and the titles of their supervisors. These tables show that the family services workers had a variety of titles both between and within programs. These titles indicate that in many programs there was a hierarchy of family services personnel and a variety of administrative structures. For example, at Site B a Lead Family Service Coordinator supervised eight family services workers, including a Case Manager funded by Positive Employment and Community Health (PEACH), a job-training program. The Lead Family Service Coordinator, in turn, reported to the Prekindergarten Program Director.

The full-time assignment of the PEACH employee to Site B illustrates the collaboration that frequently takes place between a community agency and the Prekindergarten Program. Her job entails helping AFDC-qualified Prekindergarten parents obtain the following services related to job training: continuing education; GED pursuit; job training; internships with pay after job training; day care for young children to enable parents to participate in the program; and drug and alcohol treatment if necessary before beginning job training. Although in many communities the waiting period for obtaining PEACH services may be several months or years, she facilitates the timely acceptance of qualified Prekindergarten parents.

At Site A the supervisor of family services is actually employed by DFCS and has full responsibility for the entire family services component of the Prekindergarten Program. In 1993 she performed all the family services for this program. In 1994 she supervised two other workers. This contribution made by DFCS is another illustration of collaboration between a community agency and the Prekindergarten Program.

At Site D the nine parent educators, who perform both educational and family services, are supervised by the coordinator of the home-based program. Two additional family services workers, who work with the parents of the children in the three classrooms, report to the lead teacher. Both the coordinator of the home-based program and the lead teacher report to the Prekindergarten Director.

At Site C the family services workers report to the principal of the school in which the Prekindergarten classes are located. These examples illustrate the variations in the administrative structures of family services. Some of these structures involve collaboration between the Prekindergarten Program and other community resources.

There is a vast size difference between the programs in Site Category I and those in the other two site categories. Site Category I had a total of 50 family services workers. This number included the nine home-based teachers in Glynn County who served both an educational and family services function. It did not include the Ninth District Opportunity, Inc. home-based teachers because other employees provided family services for the parents they served. The programs in Site Category I needed large family services programs to serve their 1108 families. In contrast, Site Category II had 10 family services workers and 190 families, and Site Category III had 12 family services workers and 372 families. With such differences in size, administrative structures had to be different.

GOALS

The second part of the Questionnaire for Family Services Workers (Form F) was designed to elicit information about the goals, functions, and activities of the family services workers. Of the 72 employees, five family services workers did not respond, including three who were employed too late to be included. Several employees omitted responses to particular questions, the most likely reason being that they did not consider the question to be applicable to their job.

The first question requested the respondents to give the two most important goals of their family services program. These goals were grouped into the categories presented in Figure 7. Figure 7 also shows the number of times goal statements were made that fit into each category. Figure 8 lists some of the original statements made by the respondents that were placed into the categories listed in Figure 7. The most frequently stated goal was to provide services to families. Other goals frequently mentioned were to identify and meet the needs of families, to help parents become self-sufficient, to provide developmentally appropriate education and family support, and to encourage participation in the Prekindergarten Program. Several other goals were mentioned less frequently. Some of these more limited goals were to assure that the health examinations (EPSDT's) were completed and to register at-risk children for the program. Inspection of the data revealed that the goals stated by the family services workers in the three site categories were very similar.

FUNCTIONS AND ACTIVITIES

Questions 2 through 12 of the Questionnaire for Family Services Workers (Form F) elicited information about plans and activities. These questions, along with the frequency of each

FIGURE 7

CATEGORIES OF FAMILY SERVICES GOALS IDENTIFIED BY FAMILY SERVICES WORKERS

GOALS	Times Mentioned
Provide services to families	37
Identify and meet the needs of the families	30
Help parents become self-sufficient	19
Provide developmentally appropriate education and family support	10
Encourage parent participation in the PreK Program	7
Define program	4
Build rapport with families	4
Register at risk children fro Prekindergarten	3
Assure that EPSDT'S are completed and health needs are met	3
Provide opportunities for parents to develop parenting skills	2
Provide opportunities for parents to develop job skills	2
Develop team work with agencies	1
Provide employment for parents	1
Identify resources for Hispanic families	1

FIGURE 8

FAMILY SERVICES WORKERS' DESCRIPTIONS OF THE TWO MOST IMPORTANT GOALS OF FAMILY SERVICES PROGRAMS

PROVIDE SERVICES TO FAMILIES (37)

- •Connect families with community resources available to them.
- •Make parents aware of available services.
- •Assist families in familiarizing themselves with resources available to them.
- •Inform parents of all the different resources in the community.
- •Introduce resources and opportunities to our families.
- •Assist families with every available resource.
- •Link families with community services available to improve families' lifestyles.
- •Help provide families with community services as needed.
- •Provide resources and advocate for children and families.
- •Provide comprehensive services to families.
- •Provide individualized and group services based on their goals.
- •Make parents aware of community services and resources and facilitate their use of these services and resources.
- •Assist families in achieving their goals.

IDENTIFY AND MEET THE NEEDS OF THE FAMILIES (30)

- •Develop and implement a strong and stable program which will efficiently serve families of the Prekindergarten children and hopefully expand to serve more families in need.
- •Promote growth and development in families.
- •Identify family strengths.
- •Assist parents in coping with the conflicts of everyday life.
- •Assist families in efforts to improve conditions and quality of life.
- •Develop a trust relationship with PreK families that will enable the family services staff to successfully assist families in setting goals and brokering community services needed to achieve these goals.
- •Assist the family in its own efforts to improve the condition and quality of family life.
- •Encourage each family to participate in the development of an individual family services plan.

(Figure continues)

(FIGURE 8 CONTINUED)

HELP PARENTS TO BECOME SELF-SUFFICIENT (19)

- Empower families so they can make a quality life for their families.
- Help all families become self-sufficient.
- Empower our parents to become self-sufficient.
- Empower families to take advantage of resources and opportunities by finding their own strengths.
- Promote more positive family decision-making processes and assist family to become independent.
- Enable and empower families to reach their full potential.
- Increase parents' knowledge of how to locate and use resources necessary for improving their family's quality of life.
- Empower families to reach their full potential.
- Promote self-empowerment.

PROVIDE DEVELOPMENTALLY APPROPRIATE EDUCATION AND FAMILY SUPPORT (10)

- Help the children to be prepared for kindergarten.
- Assist child in building skills which may be used as a basis for his or her further education.
- Support parents in their role as their child's first and most important teacher.

ENCOURAGE PARENT PARTICIPATION IN THE PREK PROGRAM (7)

- Encourage parent participation in the classroom, on field trips, and at parent workshops.
- Empower parents to confidently take an active role in every phase of their child's school experiences.
- Involve parents in child's education.
- Increase parent participation.
- Promote positive partnership between the parents/families and school by increasing parent participation.
- Involve the entire family in PreK programs and have the parents become involved in classroom activities.
- Involve parents in classroom activities.

DEFINE PROGRAM (4)

- Define the program for families.

(Figure continues)

(FIGURE 8 CONTINUED)

BUILD RAPPORT WITH FAMILIES (4)

- Build a strong bridge between family and school.
- Communicate regularly with PreK families to develop a strong rapport.
- Develop a trustworthy relationship with the PreK families.

REGISTER AT-RISK CHILDREN FOR PREKINDERGARTEN (3)

- Select at-risk 4-year-old children and provide them with an enjoyable learning environment.
- Provide early intervention for children termed "at-risk."

ASSURE THAT EPSDT'S ARE COMPLETED AND HEALTH NEEDS ARE MET (3)

- Ensure that all health needs of children are met (physical, mental, emotional, hearing/speech, dental, etc.).
- Complete health screenings (EPSDT) by March, and make referrals, if needed.

PROVIDE OPPORTUNITIES FOR PARENTS TO DEVELOP PARENTING SKILLS (2)

- Teach the parents to become better equipped for parenting.
- Inform families about parenting skills and help them to improve parenting skills.

PROVIDE OPPORTUNITIES FOR PARENTS TO DEVELOP JOB SKILLS (2)

- Enhance parent(s) opportunities to receive job training/employment, further education.

DEVELOP TEAM WORK WITH AGENCIES (1)

- Increase community networking, and collaboration of various resources to provide family-centered services.

PROVIDE EMPLOYMENT FOR PARENTS (1)

- Support families in attaining permanent employment.

IDENTIFY RESOURCES FOR HISPANICS (1)

- Identify new resources for Hispanic families, many of whom are not eligible for traditional services.

answer provided by the respondents, are presented in Figure 9. Responses to questions 2 and 3 indicated that, out of 70 family services workers that responded, 64 developed a family services plan, and 68 maintained a resource file. The few who responded "no" to this question may well be in a situation where the plan and resource file were developed by others in their programs.

Responses to the question about the number of times family services workers met with teachers were categorized to reflect the number of times per month. These responses show a great deal of variation, ranging from 0 times to daily. It must be noted that 9 of the respondents were home educators, who had the role of teacher as well as family services worker.

Responses to questions 5 through 7 indicate that there was a great deal of variation among family services workers in family contacts, caseload, and percentage of time spent with families. Answers to questions 8 through 11 indicate that the vast majority of family services workers implemented a family needs assessment, tracked referrals, and followed up on referrals. Responses to question 12 indicate that while most programs had a system for monitoring family services delivery, 1/3 of the programs did not. Consideration might be given to future training on this topic.

It is difficult to compare the site categories on the responses to these questions. As with all the other information obtained by the Evaluation, there appear to be more differences among sites within the same site category than among site categories. The most meaningful information is for the total group of sites.

FIGURE 9

RESPONSES TO THE FAMILY SERVICES QUESTIONNAIRE

2. Do you develop a family services plan for each family?

Site Category I	YES = 47	NO = 3
Site Category II	YES = 5	NO = 3
Site Category III	YES = 12	NO = 0
TOTAL	YES = 64	NO = 6

3. Do you have a resource file which includes all the service agencies in your community?

Site Category I	YES = 48	NO = 2
Site Category II	YES = 8	NO = 0
Site Category III	YES = 12	NO = 0
TOTAL	YES = 68	NO = 2

4. How often do you and the teachers meet?

Site Category I	2 times = 1 4 times = 33	20 times (daily) = 7 not applicable* = 9
Site Category II	1 time= 1 4 times = 3	12 times = 2 20 times (daily) = 2
Site Category III	3 times = 3 4 times = 1	12 times = 7 20 times (daily) = 1
TOTAL	1 time = 1 2 times = 1 3 times = 3	4 times = 37 12 times = 9 20 times (daily) = 10 not applicable* = 9

***Not applicable for home-based teachers.**

(FIGURE 9 CONTINUED)

5. How often do you make family contacts?

Site Category I
1 time = 1
4 times = 17
8 times = 1
daily = 22
not applicable* = 9

Site Category II
1 time = 2
2 times = 2
daily = 3
no response = 1

Site Category III
1 time = 8
2 times = 2
daily = 2

TOTAL
1 time = 11
2 times = 4
not applicable* = 9
4 times = 17
8 times = 1
daily = 27
no response = 1

6. What is your caseload?

Site Category I
0 = 1
10 = 2
12 = 7
15 = 1
18 = 2
19 = 1
20 = 6
22 = 2
26 = 1
27 = 1
29 = 1
30 = 4
31 = 1
40 = 15
44 = 1
45 = 1
47 = 1
96 = 1
no response = 1

Site Category II
20 = 3
30 = 1
33 = 1
40 = 1
47 = 2

Site Category III
26 = 1
28 = 1
29 = 1
30 = 2
31 = 1
38 = 1
40 = 4
80 = 1

TOTAL
0 = 1
10 = 2
12 = 7
15 = 1
18 = 2
no response = 1
19 = 1
20 = 9
22 = 2
26 = 2
27 = 1
28 = 1
29 = 2
30 = 7
31 = 2
33 = 2
38 = 1
40 = 20
44 = 1
45 = 1
47 = 3
80 = 1
96 = 1

***Not applicable for home-based teachers.**

(FIGURE 9 CONTINUED)

7. What percentage of your time is spent with the prekindergarten families?

Site Category I	50% = 1	80% = 1	
	75% = 1	100% = 47	
Site Category II	50% = 1	80% = 1	98% = 1
	75% = 1	90% = 3	no response = 1
Site Category III	50% = 3	90% = 5	
	65% = 1	100% = 3	
TOTAL	50% = 5	80% = 2	100% = 50
	65% = 1	90% = 8	no response = 1
	75% = 2	98% = 1	

8. Does your program do a formal needs assessment?

Site Category I	YES = 48	NO = 2
Site Category II	YES = 5	NO = 3
Site Category III	YES = 12	NO = 0
TOTAL	YES = 65	NO = 5

9. Do you have a system for recording your contacts with families?

Site Category I	YES = 50	NO = 0
Site Category II	YES = 8	NO = 0
Site Category III	YES = 12	NO = 0
TOTAL	YES = 70	NO = 0

10. Do you have a system for tracking referrals?

Site Category I	YES = 49	NO = 1
Site Category II	YES = 7	NO = 1
Site Category III	YES = 12	NO = 0
TOTAL	YES = 68	NO = 2

(FIGURE 9 CONTINUED)

11. Do you have a system for following up referrals?

Site Category I	YES = 49	NO = 1
Site Category II	YES = 6	NO = 2
Site Category III	YES = 12	NO = 0
TOTAL	YES = 67	NO = 3

12. Coordinators only: Does your program have a system for monitoring delivery of family services?

Site Category I	YES = 42	NO = 8	
Site Category II	YES = 5	NO = 2	no response = 1
Site Category III	YES = 9	NO = 3	
TOTAL	YES = 56	NO = 13	

FAMILY SERVICES RECORD

To obtain data on specific activities of the family services coordinators, a form (Form P) was developed to record all referrals made for each sample family. Family services workers were requested to indicate: which family member (child, mother, father, sibling, entire family) was referred for each service, the service provider; the date referred; the date services began; and who initiated the request for service; the family services coordinator or the family member. The purpose of asking when services began was to determine whether families actually obtained the services to which they were referred. The family services workers recorded these data for the areas of (a) health and medical, (b) mental health, (c) nutrition and food, (d) housing, (e) utilities, (f) clothing and furnishings, (g) education, (h) job training/employment services, (i) legal or financial counseling, child support recovery, and child protection and (j) services for children (e.g. child care, school-related services), (k) transportation, and (l) additional services.

The referral data were examined both for the number of referrals each family received and for the total number of referrals made by the family services workers. Table 61 views the referrals from the perspective of the family. It presents the total number of families referred, the percentage of the 317 sample families that was referred, and the maximum number of referrals any family received in each of the service areas. Table 62 views referrals from the perspective of the family services workers. It provides an overview or summary of tables 63 through 74, which present detailed information concerning referrals in each of the 12 service areas.

In reviewing these tables it should be kept in mind that the data presented are for a maximum of 317 sample families. Because 35 of the families withdrew from the program at various times, the sample consisted of only 282 at the end of the school year.

TABLE 61

REFERRALS

TYPE OF SERVICE	TOTAL NUMBER OF FAMILIES RECEIVING AT LEAST ONE REFERRAL	PERCENTAGE OF FAMILIES RECEIVING AT LEAST ONE REFERRAL	MAXIMUM NUMBER OF TIMES A FAMILY WAS REFERRED
HEALTH	199	63%	8
MENTAL HEALTH	21	7%	5
NUTRITION	75	24%	6
HOUSING	42	13%	4
UTILITIES	15	5%	3
CLOTHING OR FURNISHING	62	20%	5
EDUCATION	109	34%	10
JOB TRAINING & EMPLOYMENT SERVICES	77	24%	12*
LEGAL AND FINANCIAL SERVICES	33	10%	2
SERVICES FOR CHILDREN	109	34%	3
TRANSPORTATION	54	17%	6
OTHER SERVICES	15	5%	2
ALL SERVICES	310	98%	31

* One mother was referred repeatedly for services that were identified as both educational and job training.

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TABLE 62

SUMMARY OF FAMILY SERVICES

Services	Number of Referrals	Did services begin?	Who identified problems?
Health & Medical	366	yes = 253 no = 89 no information = 24	program = 295 family = 71
Mental Health	44	yes = 20 no = 15 no information = 9	program = 35 family = 9
Nutrition	129	yes = 108 no = 15 no information = 6	program = 117 family = 12
Housing	71	yes = 27 no = 37 no information = 7	program = 44 family = 27
Utilities	24	yes = 14 no = 8 no information = 2	program = 17 family = 7
Clothing & Furnishings	111	yes = 89 no = 19 no information = 3	program = 95 family = 16
Education	81	yes = 33 no = 32 no information = 16	program = 164 family = 43
Job Training	174	yes = 55 no = 91 no information = 28	program = 137 family = 37
Legal, Financial, CSR[A] & CPS[B]	37	yes = 16 no = 5 no information = 16	program = 26 family = 11
Services for Children	109	yes = 59 no = 1 no information = 49	program = 93 family = 16
Transportation	102	yes = 78 no = 21 no information = 3	program = 73 family = 29
Additional Services	21	yes = 8 no = 0 no information = 13	program = 13 family = 8
TOTAL	1269	yes = 760 no = 333 no information = 176	program = 983 family = 286

[A] Child support recovery.
[B] Child protective services.

TABLE 63

HEALTH AND MEDICAL SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 285[C]	Local health department = 171	Yes = 253	Program = 295
Mother = 33	PreK Program = 10	No = 89	Family = 71
Father = 7	Community Hospital = 13	No information = 24	
Siblings = 9	Speech/hearing/visual = 59		
Family = 28	Dental = 33		
Other = 4	Medicaid = 9		
	Other = 41		
	No service provider listed = 30		

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.
[C] This number does not include referrals for EPSDT's.

TABLE 64

MENTAL HEALTH SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 13	Family and individual counseling = 33	Yes = 20	Program = 35
Mother = 21	Sibling rivalry counseling = 2	No = 15	Family = 9
Father = 1	Other = 9	No information = 9	
Siblings = 2			
Family = 6			
Other = 1			

[A] Services could have been provided for a maximum of 317 families
[B] The same person may have been referred multiple times.

TABLE 65

NUTRITION SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 47	Community food programs = 31	Yes = 108	Program = 117
Mother = 52	Churches = 7	No = 15	Family = 12
Father = 2	Food stamps = 10	No information = 6	
Siblings = 1	School nutrition = 47		
Family = 26	DFCS assistance = 34		
Other = 1			

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.

TABLE 66

HOUSING SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Mother = 49	Community charities = 29	Yes = 27	Program = 44
Father = 7	Public housing = 12	No = 37	Family = 27
Family = 15	Housing improvement agency = 12	No information = 7	
	Other = 18		

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.

TABLE 67

UTILITIES SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Mother = 19	Social service agency = 7	Yes = 14	Program = 17
Father = 1	Church = 6	No = 8	Family = 7
Family = 4	Private donors = 2	No information = 2	
	Other = 9		

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.

TABLE 68

CLOTHING AND/OR FURNISHING SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 34 [C]	Community charitable efforts = 91	Yes = 89	Program = 95
Mother = 29	Church thrift shop = 15	No = 19	Family = 16
Father = 2	Social service agency = 2	No information = 3	
Siblings = 8	Other = 3		
Family = 38			

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.
[C] e.g. vouchers provided to family but clothing specifically for the 4-year-old

TABLE 69

EDUCATIONAL SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
mother = 166	**Services Other than Workshops**	**Services Other than Workshops**	Program = 164
father = 14	Even Start Program = 12	yes = 33	Family = 43
siblings = 19	High School/GED training = 31	no = 32	
family = 2	Literacy programs = 4	no information = 16	
other = 6	ESOL[C] training = 16		
	College/University = 2		
	no service provider listed = 16		
	Workshops only	**Workshops only**	
	workshops = 126	yes = 46	
		no = 73	
		no information = 7	

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.
[C] English to Speakers of Other Languages

TABLE 70

JOB TRAINING AND EMPLOYMENT SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Mother = 149	Local community action = 57	Yes = 55	Program = 137
Father = 18	Local board of education = 19	No = 91	Family = 37
Siblings = 2	State school/University program = 9	No information = 28	
Family = 4	PEACH = 2		
Other = 1	Unemployment office = 1		
	Other = 22		
	No service provider listed = 64		

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.

TABLE 71

LEGAL, FINANCIAL, CHILD SUPPORT RECOVERY, AND CHILD PROTECTIVE SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 1 (name change) Mother = 32 Father = 1 Siblings = 2 Family = 1	Legal = 11 Consumer credit counseling/financial = 14 Child support recovery = 6 Child protective services = 6	Yes = 16 No = 5 No information = 16	Program = 26 Family = 11

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.

TABLE 72

SERVICES FOR CHILDREN FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 22	Child care = 25	Yes = 59	Program = 93
Mother = 20	After school care = 25	No = 1	Family = 16
Siblings = 7	Holiday support [C] = 42	No information = 49	
Family = 60	Special services for children [D] = 17		

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.
[C] Helping families with Christmas presents, Easter baskets, etc.
[D] Referrals in school related areas.

TABLE 73

TRANSPORTATION SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 42 Mother = 47 Father = 3 Siblings = 2 Family = 8	Prekindergarten Program= 42 Private transportation provided by a social service agency= 60	Yes = 78 No = 21 No information = 3	Program = 73 Family = 29

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.

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TABLE 74

ADDITIONAL SERVICES FOR ALL SITE CATEGORIES [A]

PERSON REFERRED [B]	SERVICE PROVIDER	DID SERVICES BEGIN?	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?
Four-year-old = 1 Mother = 14 Father = 2 Family = 3 Other = 1	All others = 21	Yes = 8 No = 0 No information = 13	Program = 13 Family = 8

[A] Services could have been provided for a maximum of 317 families.
[B] The same person may have been referred multiple times.

It is apparent that many referrals were made. Families were referred a number of times for the same service and also were referred for multiple services. For example, Table 61 shows that at least 1 family had as many as 8 health referrals. Tables 61 and 62 show that 199 families, out of approximately 317, were referred for health and medical services a total of 366 times. (These referrals did not include referrals for EPSDT's). The most referrals were made in the area of health and medical services, with the next largest categories being education and job training. In education the number of referrals recorded by the family services workers is somewhat misleading. As shown in Table 69, 126 of the 207 educational referrals were to one-time workshops, usually sponsored by the Prekindergarten Program itself and presented either by the Prekindergarten Program, DFCS, the Health Department, or some other agency. These programs are described in more detail in the Educational Component chapter of this report. It can be noted that although 100 mothers and at least 70 fathers did not graduate from high school (see Chapter 3), only 31 referrals were made for high school or GED education and only 65 referrals were known to be made for all long-term educational programs. It should also be noted that out of these referrals for long-term educational programs, only 33 individuals actually started training. Even for the workshops, although 126 families were referred, only 46 actually attended. It appears that more work needs to be done in finding ways to encourage or enable families to further their education.

Table 70 presents the number of referrals made for job training. Out of 174 referrals 55 individuals were reported to actually begin the training, and 91 did not. No information is available in the case of 28 others. The family services workers made a large number of referrals for job training, with multiple referrals being made for some families. A question must be raised about the reason for so many incomplete referrals in this area. It is possible that the family services workers tried to help families complete the referral, but family circumstances prohibited the individuals from participating in the training. Whatever the reason, family services programs might well place an emphasis on helping families to follow through on job-training referrals.

In Table 67, 34 4-year-olds are designated as persons referred for clothing. In these cases vouchers were provided to the families to buy clothes specifically for the child. The child's name and social security number appeared on the voucher. This service was not only helpful, but essential, since the children would have been unable to attend Prekindergarten without clothing.

In reviewing these tables, it must be remembered that the data refer only to the sample families at each site. Because the samples were only a portion of the total population, the family services workers actually provided services to many more families than are included in the tables. However, the statistics are generalizable to the remainder of the families at these sites.

It is meaningless to present these data for the three separate site categories. As shown in Chapter 3, the families differ to a greater extent within the site categories than between them. The sample sites within the site categories were selected to reflect the variations in the program. Thus, within any site category there are rural and urban locations, different ethnic compositions, and differing needs for specific services.

HOME VISITS

Since family services coordinators are expected to make home visits, data were collected on the number of visits each one made to each sample family. Table 75 presents the median and the minimum and maximum number of home visits in each site category. Only family services workers in classroom-based programs are included because in home-based programs the roles of parent educator and family services worker are combined. The home-based teachers visited the families weekly in order to administer the educational program and to provide services when needed.

It can be seen from Table 75 that the number of visits to the sample families varied both within and among most sites. For example, at Site D the lowest number of visits made to a family was 4 and the highest was 18. For all programs the number of visits to families ranged from 0 to 23 during the school year. The median number of visits illustrates the difference between sites, with the lowest having a median of .5 visits and the highest having a median of 18. The difference in the number of home visits, among as well as within sites, may be attributed to differences in the seriousness of family needs. On the other hand, Site G2 has a policy of making four visits per year to each family. It is likely that more visits would be made if there were a need, but G2 is in an area where families tend to particularly value independence and self-sufficiency.

CHARACTERISTICS OF FAMILY SERVICES WORKERS

The family services function is new to Georgia public schools. Their long history in education has provided ample opportunity for developing well-defined job descriptions and educational requirements for teachers and other educational personnel. However, because their history with family services has been so short, they are less certain about what qualifications family services workers should have. Some programs have assumed that a peer of the parents, with on-the-job training, would be more effective with the families, whereas others have assumed that professionals, with training in social work or a related area would be better. Some programs changed their ideas about qualifications after the first year of operation. At least one program

TABLE 75

MEDIAN, MINIMUM, AND MAXIMUM OF HOME VISITS TO SAMPLE FAMILIES BY FAMILY SERVICES WORKERS

Site Category	Grantee	Median	Minimum - Maximum
Site Category I	A	9.5	8-23
	B	3	2-6
	C	1.5	0-13
	D	9.5	4-18
	E	6	2-11
	F	1	0-6
	G1	3	1-4
	G2	4	4-4†
Site Category II	H	6	1-21
	I	7	3-11
	J	5	2-8
	K	1	0-6
	L	18	7-22
Site Category III	M	6.5	5-15
	N	6	2-9
	O	1	0-6
	P	0	0-1
	Q	6.5	4-15
	R	5	2-16

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993.
† All families received four home visits.

employed a peer of the parents during the first year but changed to social work professionals for the second year.

To determine the levels of education and experience of the 1994 family services workers at the 18 sites the Staff Questionnaire (Form E), which was administered to all personnel, was analyzed separately for the family services workers. Tables 76, 77, and 78 describe the educational and experiential backgrounds of the family services workers at each site in the three site categories. It can be seen that there is much variety among them. All had at least the equivalent of a high school diploma. The educational levels ranged from a GED to a Master of Social Work Degree. Site A had 9 parent educators or home visitors who conducted both educational programs and family services with the parents. These employees were from the communities of the parents and did not have college degrees. Tables 76, 77, and 78 indicate that most of the programs had family services workers who had prior relevant experience.

The differences among the site categories are difficult to discern. However, family services workers in several programs in Site Category I had Masters degrees and were trained in social work. No program in the other site categories had family services workers at this level.

TRAINING OF FAMILY SERVICES WORKERS

Family Services workers were given training by the Georgia Department of Education. Since this training was delivered and evaluated under a separate contract, the Prekindergarten Evaluation Project did not formally evaluate its effectiveness. Readers are referred to the Early Childhood Education Program at the Georgia Department of Education for this information. In

TABLE 76

CHARACTERISTICS OF FAMILY SERVICES WORKERS (FSW's) IN SITE CATEGORY I*

Site	Number of FSW's	Highest Degree	Sample of Relevant Experience
A	11	GED = 3 Technical = 1 HS diploma = 5 MEd = 1 Associate degree = 1	Preschool teacher, Day care director, Paraprofessional, Substitute teacher, Montessori school administrator
B	2	BS = 1 No Information = 1	Girl Scouts field team manager, Head Start director
C	23	HS diploma = 3 BSW = 3 BA = 4 MEd = 1 BS = 9 MSW = 2 FNP = 1	Substitute teacher, Paraprofessional, Home day care, Head Start director, DFCS Social Service Specialist, Community center director
D	1	MSA = 1	DFCS caseworker, PEACH caseworker, social worker
E	2	BS = 1 MSW = 1	DFCS case manager, Preschool teacher, Paraprofessional, Social service specialist, School social worker, Substitute teacher
F	2	BA = 1 MA = 1	DFCS caseworker
G	9	HS diploma = 1 BS = 1 AB = 1 MEd = 2 BA = 1 MSW = 3	Social worker, Teacher, Substitute teacher, Center director, Special education teacher, PEACH counselor

* Sites that were operational and evaluated in 1993.

TABLE 77

CHARACTERISTICS OF FAMILY SERVICES WORKERS (FSW's) IN SITE CATEGORY II*

Site	Number of FSW's	Educational Level	Sample of Relevant Experience
H	2	BSW = 2	DFCS caseworker, Principal, Paraprofessional
I	1	HS diploma = 1	Paraprofessional
J	2	GED = 1 HS diploma = 1	Paraprofessional
K	1	BS = 1	Social worker
L	4	BA = 1 BS = 1 no information = 2	Classroom teacher, Substitute teacher

* Sites that were operational but not evaluated in 1993.

TABLE 78

CHARACTERISTICS OF FAMILY SERVICES WORKERS (FSW's) IN SITE CATEGORY III*

Site	Number of FSW's	Educational Level	Relevant Experience
M	1	No information provided	No information provided
N	1	BS = 1	Classroom teacher, Social worker
O	1	BA = 1	Substitute teacher, Social worker, Paraprofessional
P	4	BA = 4	DFCS caseworker, Education specialist, Substitute teacher, Assistant social worker, Social worker, Family counselor
Q	2	BS = 2	Preschool supervisor, Youth development worker, DFCS Caseworker senior
R	3	HS diploma = 2 BA = 1	DFCS caseworker, Social service coordinator, DFCS case manager, Paraprofessional, Child care center director

* Sites that were neither operational nor evaluated in 1993; 1994 is their first year of operation.

addition, many family services workers attended locally sponsored workshops which were usually presented to teachers at the same time.

1993-94 COMPARISON

SIZE

The most salient and apparent difference between family services in 1993 and 1994 was the growth that was necessary to support the families in the expanded programs. In 1993 there were 17 family services workers for the seven sites. In 1994 there were 48.

ADMINISTRATIVE STRUCTURE

Responses to the Family Services Questionnaire in 1993 and 1994 indicate that a great deal of change has taken place. The administrative structure of family services changed along with the size. Whereas in many programs in 1993 there was only one family services worker who reported directly to the program director, in 1994 all programs except one had several family services workers. In most cases the administrative structure was such that they reported to a supervisor of the family services program, who in turn reported to the Prekindergarten Program Director.

GOALS

Comparing the responses to the Questionnaire for Family Services Workers, it appears that the goals of the family services workers were very similar for the two years. The two most frequently mentioned goals were identical in 1993 and 1994.

FUNCTIONS AND ACTIVITIES

The responses to questions 2 through 11 are presented in Figure 10. A review of these responses indicates that the 1994 family services programs were much better organized and the activities were systematized to a much greater extent than in 1993. In 1993 about 1/2 of the family services workers indicated that they developed a family services plan and that they had a resource file of service agencies; whereas in 1994 almost all said they developed such a plan and had a resource file. The training provided by the Georgia Department of Education is likely to have had an influence on this change.

Questions 4 through 7 concern the frequency of teacher and family contacts, the number of families constituting a caseload, and the percentage of time spent with families. The answers were proportionate for 1993 and 1994. However, for questions 8, 9, and 10, the proportion saying that they have a system for formal needs assessment, recording contacts with families, tracking referrals, and following up referrals was greater in 1994 than in 1993, again indicating that the programs have become better organized since their first year of operation. This change also is likely to be influenced by the training provided by the Georgia Department of Education.

FAMILY SERVICES RECORD

The service delivery records were compared for 1993 and 1994. Tables 79 through 88 present the comparison of referrals, service providers, referral follow-up, and the identifier of the problem for the 135 sample families who began the program in 1993 and the 137 sample families who began in 1994. It is apparent from these tables that family services programs greatly improved in 1994. This is indicated by the increase in the number of families referred, the number of service providers used, and the number of families who actually began the services. It also appears that the programs were more proactive in reaching out to families and identifying problems in 1994.

FIGURE 10

COMPARISON OF 1993 - 1994 RESPONSES TO THE FAMILY SERVICES QUESTIONNAIRE

2. Do you develop a family services plan for each family?

1993	YES = 5	NO = 5
1994	YES = 47	NO = 3

3. Do you have a resource file which includes all the service agencies in your community?

1993	YES = 5	NO = 5
1994	YES = 48	NO = 2

4. How often do you and the teachers meet?

1993	1 time = 2 4 times = 3 8 times = 1	30 times = 3 no response = 1
1994	2 times = 1 4 times = 33	20 times (daily) = 7 not applicable = 9

5. How often do you make family contacts?

1993	1 time = 1 2 times = 1	4 times = 3 as needed = 2	other = 3
1994	1 time = 1 8 times = 1	4 times = 17 daily = 22	not applicable = 9

***Not applicable for home-based teachers.**

(FIGURE 10 CONTINUED)

6. What is your caseload?

1993

12 = 1
16 = 1
20 = 2
28 = 2
34 = 1
54 = 1
66 = 1
78 = 1

1994

0 = 1
10 = 2
12 = 7
15 = 1
18 = 2
19 = 1
20 = 6
22 = 2
26 = 1
27 = 1
29 = 1
30 = 4
31 = 1
40 = 15
44 = 1
45 = 1
47 = 1
96 = 1
no response = 1

7. What percentage of your time is spent with the prekindergarten families?

1993

20% = 1
50% = 4
75% = 2
99% = 1
100% = 2

1994

50% = 1
75% = 1
80% = 1
100% = 47

8. Does your program do a formal needs assessment?

1993 YES = 6 NO = 4

1994 YES = 48 NO = 2

9. Do you have a system for recording your contacts with families?

1993 YES = 10 NO = 0

1994 YES = 50 NO = 0

(FIGURE 10 CONTINUED)

10. Do you have a system for tracking referrals?

1993	YES = 7	NO = 3	
1994	YES = 49	NO = 1	

11. Do you have a system for following up referrals?

1993	YES = 8	NO = 1	no response = 1
1994	YES = 49	NO = 1	

TABLE 79

1993-1994 HEALTH AND MEDICAL SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
4-year-old	69	72	Yes	47	79	Program	65	104
Mother	10	18	No	12	36	Family	19	18
Father	0	7	No information	25	7			
Siblings	3	3						
Family	2	18						
Other	0	4						
TOTAL	84	122	TOTAL	84	122	TOTAL	84	122

* Sites that were operational and evaluated in 1993

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.
[B] The same person may have been referred multiple times.

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TABLE 80

1993-1994 MENTAL HEALTH SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
4-year-olds	2	7	Yes	4	14	Program	2	17
Mother	4	12	No	2	8	Family	4	7
Siblings	0	1	No information	0	2			
Family	0	3						
Other	0	1						
TOTAL	6	24	TOTAL	6	24	TOTAL	6	24

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* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

TABLE 81

1993-1994 NUTRITION SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
4-year-olds	4	11	Yes	15	54	Program	15	60
Mother	10	29	No	6	6	Family	6	6
Father	0	2	No information	0	6			
Family	7	23						
Other	0	1						
TOTAL	21	66	TOTAL	21	66	TOTAL	21	66

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* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

TABLE 82

1993-1994 HOUSING SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
Mother	5	32	Yes	7	16	Program	5	32
Father	0	7	No	0	27	Family	2	17
Family	2	10	No information	0	6			
Other	0	0						
TOTAL	7	49	TOTAL	7	49	TOTAL	7	49

* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

TABLE 83

1993-1994 UTILITIES SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
Mother	7	8	Yes	7	9	Program	4	7
Father	0	1	No	0	2	Family	3	5
Family	0	3	No information	0	1			
TOTAL	7	12	TOTAL	7	12	TOTAL	7	12

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* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

TABLE 84

1993-1994 CLOTHING AND/OR FURNISHING SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
4-year-old	0	3	Yes	20	28	Program	19	36
Mother	12	21	No	2	14	Family	3	9
Father	0	1	No information	0	3			
Siblings	4	2						
Family	6	18						
TOTAL	22	45	**TOTAL**	22	45	**TOTAL**	22	45

* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

TABLE 85

1993-1994 EDUCATIONAL SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
Mother	38	95	Yes	40	65	Program	33	103
Father	1	6	No	1	52	Family	8	19
Siblings	1	14	No information	0	5			
Family	1	1						
Other	0	6						
TOTAL	41	122	**TOTAL**	41	122	**TOTAL**	41	122

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* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

[C] English to Speakers of Other Languages

TABLE 86

1993-1994 JOB TRAINING AND EMPLOYMENT SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
Mother	3	100	Yes	18	43	Program	18	89
Father	17	7	No	3	53	Family	3	23
Siblings	0	2	No information	0	16			
Family	1	2						
Other	0	1						
TOTAL	21	112	**TOTAL**	21	112	**TOTAL**	21	112

* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

TABLE 87

1993-1994 TRANSPORTATION SERVICES COMPARISONS FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
4-year-old	1	11	Yes	14	19	Program	17	16
Mother	8	17	No	10	1	Family	7	14
Father	0	0	No information	0	10			
Siblings	0	0						
Family	5	2						
Other	10	0						
TOTAL	24	30	**TOTAL**	24	30	**TOTAL**	24	30

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* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

TABLE 88

1993-1994 ADDITIONAL SERVICES COMPARISONS[C] FOR SITE CATEGORY I*[A]

PERSON REFERRED[B]	1993	1994	DID SERVICES BEGIN?	1993	1994	WHO IDENTIFIED PROBLEM, PROGRAM OR FAMILY?	1993	1994
4-year-old	45	12	Yes	37	36	Program	49	61
Mother	7	27	No	19	3	Family	7	15
Father	1	1	No information	0	37			
Siblings	1	4						
Family	2	32						
TOTAL	56	76	TOTAL	56	76	TOTAL	56	76

* Sites that were operational and evaluated in 1993.

[A] Services could have been provided for 135 families in the 1993 sample and 137 families in the 1994 sample.

[B] The same person may have been referred multiple times.

[C] This table includes combined frequencies for the 1994 legal, financial, services for children, and additional services.

HOME VISITS

In both 1993 and 1994 data were collected on the number of home visits the family services workers made to the families who had children in the classroom-based programs. Because families in the home-based programs had to be visited on a regular basis, they were not included. For these home visits, the 1993 mean was 3.83, and the standard deviation was 1.69. The 1994 mean was 6.22, and the standard deviation was 3.13. A $\underline{t}$-test, computed to compare the home visits for the two years, was significant, $\underline{t}(195) = 4.89$, $\underline{p} < .001$. This indicates that the number of home visits differed, with more occurring in 1994.

CHARACTERISTICS OF FAMILY SERVICES WORKERS

Most of the 1993 family services workers remained in their jobs for 1994. One site replaced a non-professional member of the community with a professional social worker. At another site family services were performed in 1993 by two employees who were teachers in the mornings and family services workers in the afternoons. In 1994 they became full-time teachers, and two persons trained in social work replaced them as family services workers. Although many new family services workers were employed in 1994, they were similar in education and experience to the 1993 family services workers.

CASE STUDIES, 1994

Brief case studies which illustrate the ways in which families were helped by the family services component of the prekindergarten program were obtained from some sites. A sample of these case studies follows. Although the situations described are factual, the names used are fictitious.

Case Study I

Every day when Billy's mother left him at school he cried and did not want to stay at school. Since Billy had been the center of his mother's life for four years, she was just as hesitant as he was. Through attendance at parent meetings and spending time in the classroom, the mother (as well as Billy) gradually developed independence. The mother sought help from the PEACH case manager who worked with the program. She is now in technical school studying computer programming. Billy, very much a leader in the classroom, stays for the after school program.

Case Study II

A family services coordinator reported:

We hired a parent who had a child in our program last year. She was accepted by the PEACH program, went back to school, and became a teacher assistant for the program.

Case Study III

A family services coordinator reported:

A young mother had been living with a man who threatened her life, was in and out of jail for drug dealing, and abused her and her two children. She escaped to a battered women's shelter where we found her. She put her 4-year-old in our program and we were able to help her get an apartment through the housing authority and furniture and clothing from the Salvation Army. We also helped her get Thanksgiving dinner from a local church and toys for Christmas from several civic groups. During this time she entered counseling, enrolled in school, got accepted into the PEACH program, and passed four parts of the GED. She has now become employed as a hostess at a restaurant and is very proud of herself. She is also spending time with her children and becoming involved in their education. Hers is such a success story that the United Way has selected her to tell her story in one their brochures.

Case Study IV

A teacher wrote:

One of my children had been coming to school very irregularly. The family services coordinator went to visit the family and found out that the elementary school brother had been in the hospital with pneumonia and the mother had been out of work for three weeks due to the child's illness. The mother did promise to bring the 4-year-old back to school. His attendance continued to be irregular so a teacher conference was scheduled. At the conference the parent questioned how much the child was actually learning. I explained our program and pointed out that because of his irregular attendance he never really adjusted to the daily routine. Since the conference he has attended regularly and has made great progress.

Case Study V

A teacher wrote:

I have the best Family Service Worker! She is a very positive link between the home and the classroom! She always goes above and beyond the call of duty! She also provides a real source of encouragement for me as a teacher!

CHAPTER FIVE

THE EDUCATIONAL COMPONENT

The educational component of the Prekindergarten Program focuses on both children and parents. In center-based programs the central focus is the children with parent involvement an important complementary feature. The parents in the home-based programs are involved more intensively because a significant part of the educational program is conducted in their homes. The Georgia Department of Education requested each Prekindergarten applicant to specify the curriculum to be used with the children in both center-based and home-based models.

This chapter is organized into seven sections. The first section is a brief overview of the educational component of the statewide Prekindergarten effort. The second section contains the results of a Teacher Questionnaire that was sent to all teachers in the 18 evaluation sites. The next section presents an objective description, based on an observation checklist, of the classroom environment. The following section summarizes the types of teacher assessment strategies used across the sites. Next, is a description of the characteristics of the teachers, the teacher assistants, and the training they received. Another section details the types of parent involvement activities conducted by the programs. The final section describes some comparisons between 1993 and 1994 educational activities for Site Category I participants.

OVERVIEW OF THE EDUCATIONAL COMPONENT

According to the Department of Education's FY '94 Program Guidelines for Georgia's Prekindergarten Program, all programs ". . . shall be organized around a developmentally appropriate curriculum . . . shall be designed specifically to meet the needs of 4-year-olds . . (and) shall be based on the following assumptions adopted by the National Association for the

Education of Young Children (NAEYC):

(1) Children learn best when their physical needs are met and they feel psychologically safe and secure.

(2) Children learn through active involvement with people and materials.

(3) Children learn through social interaction with adults and other children.

(4) Children's learning reflects a recurring cycle that begins in awareness, moves to exploration, to inquiry and, finally, to utilization.

(5) Children learn through play.

(6) Children's interests and 'need to know' motivate learning.

(7) Human development and learning are characterized by individual variation."

(See Appendix A for Guidelines)

The choice of curriculum model should clearly reflect the above criteria. As will be explained later in this chapter, the predominant choice in the 18 evaluation sites is the High/Scope Curriculum with the Creative Curriculum selected by a few locations. The reader is referred to the 1993 Prekindergarten Evaluation Report for detailed descriptions of these two curricula.

The Guidelines also suggest four service delivery options through which a grantee may offer its educational program. The center-based approach is a classroom model where 20 children are served by two adults. The community-based approach allows services to be delivered in such settings as a "community center, public facility, day-care home, van, or bus." The service provider travels to the children in this model. The home-based model is where services are delivered to children in the home. Home-based teachers can serve up to 12 families each. The combination approach enables the program to combine features of some or all of the preceding models. The Guidelines also list an "other" category, presumably to allow programs the option to design their own service delivery approach.

Of the 18 evaluation sites, 16 are strictly center-based and 2 have both center-based and home-based programs. One of these two sites also offers a combination of center- and home-based services to a small group of children. Most of the center-based classrooms are located in elementary school buildings, and a few are in community facilities.

RESULTS OF THE TEACHER QUESTIONNAIRE

A questionnaire consisting of both objective and open ended items was developed to solicit written input from the teachers regarding the educational component of their program. This procedure was different from the interview strategy used in the 1993 Evaluation. The decision was made to change to a written instrument for two basic reasons: (1) to facilitate gathering information from a greater number of teachers than was possible in the first year of the Evaluation; and (2) to facilitate collecting both quantitative and qualitative information. The Evaluation team used the open ended interview questions and the responses received in the 1993 Evaluation as the basis for designing the 1994 questionnaire.

The instrument was sent to all 88 Prekindergarten classroom teachers at the 18 evaluation sites. Impressively, 84 responses were received. The questionnaire included 10 multiple choice and 5 open ended questions. Each multiple choice question was followed by a comments section to give the teachers the option to elaborate on any of their responses. The open ended questions were designed to provide details of the accomplishments of the educational component beyond what could be gleaned from the objective items.

MULTIPLE CHOICE ITEMS

Table 89 contains the 10 objective questions from the Teacher Questionnaire. For items 1-8 teachers were asked "to circle the one response that best describes your situation." For items 9 and 10, they were asked to "answer the question as indicated." Question 9 asked the respondent to "check all (assessment methods) that apply to your situation" and question 10 asked the teacher to "rank in order of importance the characteristics you hope the child will gain as a result of being in your program."

It can be seen from Table 89 that the questions cover several different educational topics. Items 1 and 2 relate to curriculum; items 3, 4, 6, and 7 pertain to teaching strategies and activities; item 5 concerns parent volunteering in the classroom; items 8 and 10 relate to the children's developmental progress; and item 9 addresses methods of assessment.

Table 89 also presents the frequency and percent of teachers choosing each response to the 10 multiple choice items. In some cases the frequency total exceeds 84 because some teachers chose more than one option even when asked to choose only one.

In responding to question 1, pertaining to curriculum choice, it can be seen that the vast majority (76%) of the teachers use the High/Scope curriculum. More than half the group uses High/Scope along with other resources and nearly another 20% uses High/Scope only. Most of the remaining teachers reported using Creative Curriculum and other resources. Teacher comments indicated that they were pleased to have a choice of curricula. Many showed an interest in further training in the High/Scope approach so that they can use it along with their

TABLE 89

FREQUENCIES AND PERCENTAGES IN EACH RESPONSE CATEGORY FOR TEACHER QUESTIONNAIRES

ITEM	Response	Frequency	Percent
1. Which of the following best describes the curriculum you are using in your classroom?	High/Scope only	16.0	18.4
	High/Scope and other resources	48.0	55.2
	Creative Curriculum and other resources	18.0	20.7
	a locally developed curriculum only	0.0	0.0
	a locally developed curriculum and other resources	5.0	5.7
2. Which of the following best describes your reason for choosing this curriculum?	The Georgia Dept. of Education seems to favor it	21.0	23.9
	This curriculum provides structure and/or direction for the teacher	4.0	4.5
	This curriculum gives me a variety of ideas from which to draw activities	12.0	13.6
	This curriculum is child-centered	51.0	58.0
3. Which of the following best describes how you help children learn?	I start with the children's interests and plan learning experiences around them	29.0	30.5
	I set up the learning experiences and let the children explore them	56.0	59.0
	I plan specific lessons about concepts I know the children need to learn	10.0	10.5
4. If a parent or other observer routinely came to your class, what would they primarily see?	Small groups of children in center activities	26.0	30.6
	Small groups of children in teacher-led activities	0.0	0.0
	Most of the children participating in the same teacher-led activity	0.0	0.0
	A combination of small and large group activities	59.0	69.4
5. How do you feel about parents volunteering in your classroom?	I prefer many parents to participate whenever they can	55.0	64.7
	I prefer a few parents at a time on a regular schedule	20.0	23.5
	I prefer parents to help with field trips, parties, or outside school events rather that working in the classroom	10.0	11.8

(Table Continues)

ITEM	Response	Frequency	Percent
6. How do you feel about scheduling?	I prefer a structured schedule that I follow rigorously	7.0	8.2
	I prefer a schedule that can be easily altered	74.0	87.1
	I prefer not to have a schedule so that I can freely accommodate the day's events	4.0	4.7
7. Which description best characterizes a child's activities in your classroom?	Most activities last a short period of time (not more that 15 minutes)	21.0	24.7
	Most activities last a longer period of time (more than 15 minutes)	11.0	12.9
	Activities are divided evenly between long and short periods of time	53.0	62.4
8. In what area do you see the most growth in your PreK children this year?	school appropriate behavior	9.0	8.7
	academic skills	7.0	6.7
	communication skills	26.0	25.0
	social/emotional growth	62.0	59.6
9. What method(s) will you use so you will know how much your children have learned this year?	Observation	81.0	96.4
	Anecdotal records	41.0	48.8
	Formal Assessment (Please specify __________)	40.0	47.6
	Checklist (Please specify __________________)	55.0	65.5
	Other (Please specify ____________________)	20.0	23.8
		Mean	SD
10. Rank in order of importance the characteristics you hope your children will gain as a result of being in your program? (Use the number "1" to indicate the most important.)	_____ school appropriate behavior	3.0	0.8
	_____ academic skills	3.7	0.6
	_____ communication skills	2.0	0.6
	_____ social/emotional growth	1.3	0.7

other resources. Most comments reflected the belief that a variety of curricula need to be available in order to meet the diverse needs of their students.

Clearly, the High/Scope curriculum was very popular among the Prekindergarten teachers. It should be noted that the Georgia Department of Education offers extensive training in this curriculum model and this may account for much of the popularity that High/Scope enjoys throughout the state.

In fact, in response to item 2, which asked for the reason a curriculum was chosen, 25% of the teachers chose "the Georgia Dept. of Education seems to favor it." Sixty-one percent reported the child centered nature of the curriculum as the reason for their choice. This result is consistent with the responses to item 1 since both High/Scope and Creative Curriculum are designed to be child centered. The teachers' comments following item 2 indicated strong feelings about the importance of choosing a child centered curriculum for prekindergarten children.

Interestingly, most of the teachers reported, in item 3, that they set up learning experiences and allowed the children to explore them rather than starting their planning with the children's interests as the focus. They elaborated, in the comments section, that they made changes according to the students' interests. A conclusion one could draw here is that, although these teachers allowed exploration and made modifications in their plans based on the children's interests, they saw their role as determining what learning experiences were appropriate for the children to explore. A smaller, but sizable, group of teachers began the planning process by determining the children's interests first. The smallest group of respondents used a more traditional, teacher-centered approach where they planned the lessons they felt the children needed to learn. Regardless of the objective response selected for this item, many teachers commented that they often included activities they felt were essential for the children to experience before entering kindergarten. It should be noted that this item was one to which several teachers responded with more than one option. The teachers seem to be saying that all of these approaches may characterize their teaching at different times.

Item 4 queried the teachers about the grouping strategy they used primarily in their classrooms. Seventy percent of the teachers indicated that they prefer a combination of small and large group activities to using one and excluding the other. This was verified by their comments as well. Reported large group activities included circle/calendar time, story time, music and outside time, while small group activities included center time and group work time.

Concerning parent volunteers in the classroom, the teachers' responses to item 5 indicated they believe parents are an important component of the Prekindergarten Program. A clear majority (65%) welcomed parents to participate whenever they could. A few commented that although they love having parents come to class, it is helpful for scheduling if they know when a parent will be there. Only 12% indicated that they preferred parents' help with outside activities rather than in the classroom.

When asked about a structured versus a flexible schedule in item 6, almost all (88%) of the teachers chose flexibility. One teacher seemed to summarize the comments when she wrote, "Routine is necessary for the children, however, I believe that being flexible is one of the most important qualities of being an effective teacher."

Similar to the choice of a combination of large and small group activities reported in item 4, teachers characterized the duration of these activities as being divided between long and short amounts of time, in item 7. While 63% described their activity periods as being divided in this way, their comments indicated that the longer time blocks were mainly devoted to center time and outdoor activities. Also, even though center time is a longer period, the children are typically free to move from one activity to another, and the individual is not necessarily working on one task for a long time. A teacher said, "With 4-year-olds you can't put a time on learning. The children determine the learning time but we always have something ready for them to do."

When asked, in item 8, to identify the area in which they saw the most growth in the children this year, 74% of the teachers cited social/emotional development. Almost a third selected communication skills as the area of greatest growth. In their comments the teachers indicated that it is difficult to separate the four areas and to select one. The frequency count verifies this difficulty and reveals that several teachers chose more than one option. Although the teachers seemed to feel that all areas have shown growth this year, it appears that the growth in the social/emotional area may have had the greatest impact on the child's ability to improve in the other areas as well.

The intent of item 9 was to capture the types of assessment strategies that teachers used to determine their children's progress. Multiple responses were acceptable to this question since it was expected that teachers would use more than one evaluation method. Nearly all teachers reported that they used their own observations in combination with other strategies. Checklists were a popular choice, with nearly two thirds of the teachers using them. Anecdotal records and formal assessments were used by almost half of the respondents. Comments to this item show a variety of other strategies as well, including portfolios and progress reports.

The final item on the objective portion of the questionnaire asked the teachers to rank order the characteristics they hoped the children would gain as a result of the Prekindergarten experiences. Consistent with their responses to item 8, teachers found it difficult to consider these developmental areas separately because they feel strongly that they are interdependent. However, the analysis of the rankings revealed that they placed social/emotional development first in importance; communication skills, second; school appropriate behavior, third; and academic skills, fourth. This exactly mirrored the order of the areas in which they reported that they observed children's growth in item 8. It is interesting to note that although school appropriate behavior was ranked third, comments indicated that teachers feel it is important to see a change in this area because it is so crucial to success in kindergarten. Further, many stated that self-confidence was the key to success in all areas. One teacher stated, "If you help a child to believe in himself, all other areas are likely to follow."

OPEN ENDED ITEMS

Questions 11-15 on the Teacher Questionnaire were open ended. They were designed to add depth to the description of the educational component of this year's Prekindergarten Program. These questions solicited examples of specific accomplishments of the children, the teachers, and the program and asked for descriptions of plans for next year. Eighty of the 88 classroom teachers from the eighteen evaluation sites responded. Although most of the teachers have never met, many of their comments were similar. The following is a summary of their responses to each question.

Item 11 asked teachers to "describe an episode with a specific child in your class of which you are particularly proud." Responses reflected evidence of student growth in communication, self-esteem, academics, behavior, problem solving, and physical skills. Problem solving, self-esteem and communication were the three areas mentioned most often. The importance of the responses in so many different areas is that they demonstrate the wide range of learning that has taken place in the Prekindergarten Program this year.

Several teachers described children who entered school crying, unable to speak to anyone, or unable to interact with their peers. The teachers reported that some of these same children became class leaders, began reading stories to their peers, and entered class each day wearing a smile and singing throughout the day. One particular child, who had demonstrated severe separation anxiety, entered the class one morning and said to his mother, "You can leave, Ms. T. is here to take care of me." This is a tremendous demonstration of trust and confidence.

Many classrooms had children who entered the program unable to speak English. Teachers documented the excitement of watching a non-English speaking child begin to communicate. They began to express their needs as well as share experiences from home.

Several teachers described children whose early responses to anger and frustration were temper tantrums, clenched fists, or tears. These children grew to be able to express themselves more appropriately. A primary example was the youngster who previously had solved problems by hitting who responded to a peer by saying, "I don't like it when you push me, it hurts." This shows a combination of self discipline, communication, problem solving and self confidence in one interaction.

Other responses to this item portrayed growth that is more concrete in nature. One youngster, for example, was finally able to hang up his coat without assistance; and a little girl, while exploring bar graphs, said, "There is three here and seven here, we need four more to make them equal." Additionally, there was the learning disabled child who learned to recite his birthdate and telephone number and a child who took her science lesson outdoors when she picked flowers and said to her teacher, "We will need some water for these, they absorb it through their stems."

Other vignettes described the child who wrote a story about a horse, the young man who proudly read *The Little Gingerbread Man* to his teacher, the 4-year-old who learned to tell his teacher, "It is 9:30, time to go outside," and the children who learned to tie their shoes, ride a bike, and use the computer.

The teachers' responses to this question demonstrated their pride in achievements in many different areas. One teacher summarized it well, "I like the fact that I am providing young children with opportunities to think for themselves, to make decisions, and to follow them through." These are admirable accomplishments for any program.

In responding to item 12, "What have most of your children accomplished this year of which you are most proud?" the teachers noted a variety of accomplishments. They found their students, as a group, to be more independent, curious, and infatuated with books than they were when they began the program. As a result of this year's experience the teachers felt that the children are better prepared to have a successful kindergarten year.

As they reported about individual children, teachers indicated that they saw the most growth in the area of social/emotional development. Teachers stated that their students are now able to interact positively with each other, share, and cooperate. These 4-year-olds now demonstrate confidence in themselves and a respect for others that give them the ability to work together to accomplish a goal. Students are more patient with each other, have gained confidence, and have become independent workers.

In the area of communication, teachers highlighted student growth in many different ways. They found their students able to tell stories, express their feelings in an appropriate manner, and to communicate with both peers and adults. They reported that students who came to school aggressive and nonverbal are now able to express themselves by making an apology or giving comfort to a peer. In addition, teachers felt that their students have become better at being listeners, using better table manners, following directions, and valuing books. As a group they have become more independent, they are "school ready", and they use behavior appropriate to a classroom setting. For example, they have an understanding of routines and schedules; they can open their milk cartons, write their names, and recognize the names of their peers. With all of these skills combined the teachers of the Prekindergarten Program are confident that this group of 4-year-olds is ready to solve problems and work together to be successful in kindergarten.

Item 13 asked the teachers to "describe one change you will make in your educational program next year based on this year's experience." The responses to this item were diverse, relating to each of the teacher's personal and professional strengths, weaknesses, and biases. The predominant responses referred to the desire to begin the school year with more structure and clearly defined expectations, involve more parents in the program, and organize more field trips. Several teachers hope to gain further High/Scope training and plan to implement this training fully next year.

Individual comments focused on making better use of anecdotal records, planning more creatively, incorporating musical transitions, and providing more exploratory materials to be used during center time. Each of these goals seems to be consistent with the teacher's earlier comments about the importance of making the Prekindergarten experience as child centered as possible. Teachers also mentioned changing their schedule and pacing to enhance student academic accomplishments, such as number recognition. One teacher plans to use her flannel board more often as she further develops her literature based units.

Considering the fact that these teachers felt that they had a successful school year, the goals that they have set for themselves demonstrate their professionalism and their desire to continually improve the Prekindergarten Program. It is evident from their enthusiasm and dedication that these teachers believe in their program and that they have set high expectations for themselves as well as for Georgia's 4-year-olds.

The question asked in item 14 is "What has pleased you most about your program this year?" Responses revealed that the teachers were pleased with many aspects of their program. Their responses referred to everything from the materials they used to the growth they saw in their students. One teacher says, "The children's enthusiasm and enjoyment of coming to school makes my job very enjoyable."

Parent involvement is clearly a very important and positive aspect of the program, according to the teachers. Representative comments included: "I enjoyed seeing parent and child relationships become stronger;" "It was wonderful having the opportunity to build lifelong relationships with families;" and "I enjoyed seeing our children and parents grow together." These comments reflected the value that teachers placed on the involvement of parents in their children's education.

There is a definite commitment to the Prekindergarten program by the teachers. They are pleased about the professionalism of the staff and the support they received from each other. The teachers felt that they were able to offer support to families who needed it and they found it rewarding to watch diverse populations come together successfully.

One teacher said, "I have the best family service worker! She is a very positive link between the home and the classroom." This statement characterizes the sentiment of many of the teachers who clearly found the family services component to be a crucial and positive aspect of the program.

Teachers could not say enough about the growth and development of their students. They were complimentary of the High/Scope curriculum and the flexibility of the overall Prekindergarten Program. One teacher said, "How well it has come together for a first year program: the family services coordinator, supervisors, paraprofessionals, county and school administrators and parents have all worked very hard and committed themselves to seeing that the program is a success." The teachers definitely feel strongly that this program is a success.

Item 15 stated, "If you have a child who has made outstanding progress this year, please describe below." Responses yielded a wide range of success stories, from the child being toilet trained to the child who is reading books. A teacher shared this story. "One child came to us in her own world. She was withdrawn and spent much of her time rocking back and forth in a sitting position. She now plays with all of the children and takes part with enthusiasm in all classroom activities."

Other stories illustrated the flexibility needed to make this a successful program. Every system, every school, and every child have different needs and this program has allowed the teachers to respond accordingly. One teacher shared a particularly poignant story about a young boy whose parents were recovering drug addicts. He came to school talking very little and acting very aggressively. The teacher had many concerns about this child, especially the fear that he might hurt himself or others. After several conferences, the father agreed to stay at school with his son for a few days to give him some one-on-one attention and to reinforce the importance of school. At first, the child's behavior would improve while the dad was at school but would regress as soon as he left. After months of hard work and open communication between the parents and the school, the dad began to volunteer daily. As the father became more involved, the child's behavior improved steadily. The teacher said, "With much hard work and communication among parents, teacher, family service worker, paraprofessional and many different staff members improvement was made. We encouraged each other for the sake of helping this child and it worked!" The dad was rewarded twice for his hard work, first by seeing the progress his son made and again when he was awarded "Parent Volunteer of the Year". This was the first form of positive public recognition he had received. This story underscores what the teachers said in their responses to each question. The Prekindergarten Program meets the varied needs of both children and families. These teachers firmly believe that they and their program have made a difference.

CLASSROOM FEATURES

A checklist was used to describe the characteristics of the classroom. An Evaluation team member observed one representative classroom at each site and checked the presence or absence of features included on the checklist. It should be noted that the list of characteristics was intended to be inclusive of possible features of a prekindergarten classroom. The checklist was not designed to suggest that all classrooms should have all features. Table 90 presents the checklist and the percentage of classrooms having the features described. It can be seen from the table that all of the classrooms had most of the characteristics described. Regarding learning centers, all had art, manipulatives, home living, reading, and a large group gathering area. Over

TABLE 90

CHARACTERISTICS OF THE CLASSROOM IN THE THREE SITE CATEGORIES

CLASSROOM CHARACTERISTICS	PERCENTAGE
Children have access to available materials.	100.0
Children have privacy if desired.	94.4
Centers have adequate space for several children.	100.0
Children can play with a minimum of interference from others engaged in other activities.	100.0
Storage areas are clearly identified and labeled.	88.9
Similar activities (e.g. blocks, dramatic play) are close together so they can be combined.	100.0
Areas have adequate artificial lighting.	100.0
Room has some natural lighting.	100.0
Areas are near essential supplies (e.g. water, books).	100.0
Multi-cultural pictures, dolls, and/or books are present.	100.0
Children's work is displayed at eye level.	100.0
Quiet and noisy areas are separated.	94.4

(TABLE 90 CONTINUED)

CLASSROOM CHARACTERISTICS	PERCENTAGE
Areas to store, display children's work are convenient.	100.0
Emergency and other exits are clear of barriers.	100.0
Teacher's views of children are free of physical barriers.	77.8
Children can use most equipment with a minimum of adult assistance.	100.0
Equipment/materials can be easily moved when necessary.	100.0
Teacher's supplies are out of children's reach.	100.0
Space is available for individual, small-group, and large-group activities.	100.0
The following centers are present in the classroom:	
Dramatic play	88.9
Art	100.0
Puzzles, blocks, and manipulatives	100.0
Home living	100.0
Reading/quiet time	100.0
Listening (e.g. recorder with headphones)	94.4
Science	72.2
Writing	61.1
Large group gathering area	100.0
Computer	22.2
Music	94.4

(TABLE 90 CONTINUED)

CLASSROOM CHARACTERISTICS	PERCENTAGE
The following facilities are present in the classroom:	
Sink separate from bathroom	66.7
Bathroom in the classroom	77.8
Water fountain in the classroom	55.6
The following equipment is present in the classroom:	
Child size chairs and tables	100.0
Audio equipment	77.8
Television	77.8
Video cassette recorder	77.8
Overhead projector	55.6
Projection screen	55.6
Filmstrip projector	55.6
The following carpeting is present in the classroom:	
Classroom is entirely carpeted	83.3
Classroom has area carpeted only	16.7
Classroom has no carpeting	0.0
The classroom has an outdoor play area.	83.3
The following is a description of the classroom's outdoor play area (if one is present):	
Appropriate equipment for prekindergarten	61.1
children	77.8
Appears to be safe	38.9
Area is fenced in	83.3
Area is close to prekindergarten classroom	61.1
Area has a variety of equipment	77.8
Area has permanent equipment	

88% of the classrooms also had dramatic play, listening, and music centers. A majority of the classrooms also had writing and science centers, and a few had computer centers.

Observations were also made of the outdoor play areas. Over 83% of the classrooms had easy access to an outdoor play area. Over three-fourths of these areas had permanent equipment and appeared safe. Over 60% contained a variety of equipment that was judged to be appropriate for prekindergarten children, but less than half were fenced in.

TEACHER ASSESSMENT OF THE CHILDREN

One task of the evaluation was to ascertain whether the children were being developmentally assessed and, if so, how the information was being used. To this end a questionnaire was sent to teachers asking them whether they used a developmental assessment instrument and, if so, to identify which one, when they administered it, and the purpose it served. Teachers in eight of the 18 sites reported using some type of assessment tool with the children. Six of these eight programs used commercially developed, formal assessment instruments and two used locally developed ones. Table 91 lists the instruments, when the teachers reported administering them, and the purpose for which they used the results. It can be seen that the frequency of administration ranges from one to three times a year and that curriculum planning is the major purpose that the assessments served. A few teachers mentioned that the assessments gave them information that could be used to individualize their planning more appropriately for specific children. Three of the programs used their assessments for overall assessment of children's progress and two used the results to identify special needs.

TABLE 91

DEVELOPMENTAL ASSESSMENT ADMINISTRATION

Instrument	When Administered			Purpose of Assessment		
	Beginning of year	Midyear	End of year	Curriculum Planning	Identification of Special Needs	Overall Assessment
Batelle Developmental Inventory	X			X	X	
Brigance Preschool Screen	X			X	X	
Developmental Profile II†	X		X	X		X
Dial - R	X			X		
High/Scope Observation Record	X	X	X	X		X
Locally Developed I	X		X	X		
Locally Developed II			X			X

† Used by 2 programs.

TEACHER CHARACTERISTICS AND TRAINING

This section describes the characteristics of the teachers and teacher assistants and the staff development training they received during the Prekindergarten year.

CHARACTERISTICS

All staff members completed a questionnaire identifying their gender, ethnicity, education, prior training, and experience in working with 4-year-olds. All classrooms had one lead teacher and one assistant teacher. Of this total group of 171 women and 5 men, 32% are African American, 66% are Caucasian, and 2% are Hispanic. Table 92 details the number of teachers in each site, the highest educational level each has achieved, and a sample list of relevant experience that they possessed before working in the Prekindergarten Program. It can be seen from the table that all teachers have at least a high school education. In fact, over 80% have at least a bachelor's degree, with over half of these having graduate degrees as well. The sample list of relevant experience in Table 92 shows the variety of prior teaching experiences the lead teachers possessed.

Table 93 shows the same information about the assistant teachers. In this group, all but one person reported at least a high school education. Almost a quarter of the group furthered their education in a technical school; a few more attended college; and nearly another 1/4 completed college or graduate school. Similar to the lead teachers, this group had a variety of prior teaching experience as exemplified in the table.

TRAINING

This year's state sponsored teacher training focused on the High/Scope Curriculum. Since this training was delivered and evaluated under a separate contract, the Prekindergarten

TABLE 92

CHARACTERISTICS OF LEAD TEACHERS

Site	Number of Teachers	Educational Level*	Sample of Relevant Experience
A	3	High school = 1 Technical school = 1 College = 1	Lead preschool teacher Assistant teacher Paraprofessional Kindergarten teacher Elementary teacher Teacher trainer After school program supervisor Day care director Substitute teacher Head Start teacher Special education teacher Curriculum coordinator SIA teacher Even Start lead teacher Interpreter for the hearing impaired Nanny
B	8	College = 4 Graduate school = 4	
C	3	Some college = 1 College = 2	
D	31	Not reported = 1 Technical school = 1 College = 25 Graduate school = 4	
E	4	College = 1 Graduate school = 3	
F	2	Technical school = 1 Some college = 1	
G	3	College = 3	
H	2	College = 2	
I	2	Graduate school = 2	
J	3	Graduate school = 3	
K	3	College = 2 Graduate school = 1	**Totals for Educational Levels**
L	1	Graduate school = 1	High school = 4 Technical School = 7 Some college = 4 College = 43 Graduate school = 24 Not reported = 1 TOTAL = 83
M	2	Technical school = 2	
N	2	College = 1 Graduate school = 1	
O	6	High school = 3 Technical school = 1 Some college = 1 College = 1	
P	2	Graduate school = 2	
Q	1	Technical school = 1	
R	5	Some college = 1 College = 1 Graduate school = 3	

* Highest educational level achieved.

TABLE 93

CHARACTERISTICS OF ASSISTANT TEACHERS

Site	Number of Assistant Teachers	Educational Level*	Sample of Relevant Experience
A	3	High school = 3	Preschool teacher's aide Paraprofessional Elementary teacher Infant/toddler teacher Preschool teacher Nanny Substitute teacher Lead day care teacher Area supervisor of child care centers Head Start teacher assistant Head Start home-based teacher Day care owner VISTA volunteer
B	9	High school = 2 Technical school = 2 Some college = 3 College = 2	
C	3	Technical school = 1 Some college = 1 College = 1	
D	28	Not reported = 1 Less than high school = 1 High school = 12 Technical school = 3 Some college = 7 College = 3 Graduate school = 1	
E	4	Technical school = 1 Some college = 1 College = 2	
F	3	High school = 2 Technical school = 1	
G	3	Technical school = 1	
H	2	High school = 1 Some college = 1	
I	1	College = 1	
J	3	High school = 2 Some college = 1	
K	3	Some college = 1 College = 1 Graduate school = 1	**Totals for Educational Levels**
L	4	High school = 1 Technical school = 2 College = 1	Less than high school = 1 High school = 29 Technical school = 20 Some college = 22 College = 17 Graduate school = 3 Not reported = 1 TOTAL = 93
M	2	High school = 1 Technical school = 1	
N	2	High school = 1 some college = 1	
O	7	High school = 3 Technical school = 1 Some college = 2 Graduate school = 1	
P	2	High school = 1 Technical school = 1	
Q	6	Technical school = 4 Some college = 2	
R	8	Some college = 2 College = 6	

* Highest educational level achieved.

Evaluation Project did not formally evaluate its effectiveness. Readers are referred to the Early Childhood Education Program at the Georgia Department of Education for this information.

Informal verbal and written comments regarding the High/Scope training were generally favorable and some teachers, as reported above, indicated a desire to increase their knowledge of this curriculum model in the future. Teachers in 12 of the 18 evaluation sites also reported attending a variety of local workshops. Some of these were offered specifically by the Prekindergarten grantee for their staff and others were community sponsored sessions open to the public. Across the sites teachers reported attending from 1 to 22 different workshops during the year.

PARENT INVOLVEMENT

Parent involvement in the Prekindergarten Program is important for at least three reasons. First, parents' involvement in their children's education is likely to have a positive influence on the children's motivation and accomplishments because the parents serve as positive role models. Second, parent education activities are designed to have direct benefits to the parents themselves. Workshops on such topics as child development, positive approaches to interacting with children, budgeting, and nutrition are intended to be instructional on an adult level. Parents may even broaden their horizons by going someplace new when they chaperon field trips. The third reason that parent involvement is considered important is that it may empower parents to interact effectively with the schools their children attend in the present and the future.

The Prekindergarten Program worked towards involving parents in two general ways. First, relative to the children's program, parents could: (a) have scheduled conferences with the teacher,

(b) help with class activities by actually volunteering in the classroom, (c) have informal contacts with the teacher such as dropping in before or after school or telephoning, (d) chaperon field trips; (e) visit the class, and (f) welcome the teacher to visit in the home.

Classroom teachers kept track of the number of times sample parents participated in these activities by tallying the occurrences on a chart provided by the Evaluation Project. Table 94 presents the results. The table shows how many of the interactions were initiated by the teacher, how many were initiated by the parent, and how many were mutually initiated. It is interesting to note how often parents initiated helping in the classroom. In all site categories the parent initiated episodes greatly outnumber the teacher initiated ones. Since parent involvement in their children's education is an important goal of the Prekindergarten Program, this result is encouraging. Apparently, parents feel comfortable and welcome in the classrooms. Similar data were not kept on parents in the home-based programs since they are involved regularly and intensively by virtue of the nature of the home-based model.

The second way in which the Prekindergarten Program involved parents was by presenting workshops, educational programs, and social events. Tables 95 to 113 list the titles of all parent activities present at the 17 sites that provided the information. In most cases, when a site had classrooms in more than one location, the parent programs were presented in a central place. In some cases, where classrooms were a long distance apart, separate activities were conducted for each group. The tables also indicate the number of times each program was offered, who led or sponsored the program, the duration, and the number of parents present. It can be seen that the programs were varied in type and attendance.

TABLE 94

FREQUENCY OF PARENT INVOLVEMENT IN CLASSROOM ACTIVITIES

CLASSROOM ACTIVITY TOTALS OVERALL AND BY INITIATOR	SITE CATEGORY I*	SITE CATEGORY II**	SITE CATEGORY III***	TOTAL
Teacher Conferences	190	128	86	404
Teacher Initiated	148	88	71	
Parent Initiated	36	40	11	
Mutually Initiated†	6	0	4	
Helping in the Classroom	316	165	196	677
Teacher Initiated	89	11	69	
Parent Initiated	220	153	125	
Mutually Initiated†	7	1	2	
Field Trips	308	189	122	619
Teacher Initiated	116	91	65	
Parent Initiated	189	88	49	
Mutually Initiated†	3	10	8	
Informal Contacts	1755	424	856	3035
Teacher Initiated	818	253	315	
Parent Initiated	805	167	392	
Mutually Initiated†	132	4	149	
Classroom Visits by Parents	704	284	511	1499
Teacher Initiated	356	67	166	
Parent Initiated	315	217	344	
Mutually Initiated†	33	0	1	
Home Visits by Teachers	174	93	3	270
TOTAL	3447	1283	1774	6504

† Mutual initiation of parent involvement in classroom activities was not collected in 1993.

* Sites that were operational and evaluated in 1993.
** Sites that were operational but not evaluated in 1993.
*** Sites that were neither operational nor evaluated in 1993.

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TABLE 95

PARENT EDUCATION ACTIVITIES
(SITE A)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Holiday dinner and meeting	1	Program staff	2 hours	210
Omega: Job training program	1	Omega/JTPA	1 hour	8
Kidnapping prevention	1	County Sheriff's Department	1½ hours	25
Disciplining young children	2	County school system staff	1 hour	33
Make and take workshop: T-shirt decoration	2	Program staff	2 hours	13
Orientation for program guidelines	1	Program staff	2 hours	30
Field trip to the Tennessee aquarium	1	Program staff	5 hours	49

(Table Continues)

(TABLE 95 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Trip to Zoo Atlanta	1	Program staff	5 hours	150
Christmas play	1	Program staff	1 hour	25
Make and take workshop: Spring baskets	2	Program staff	6 hours	35
Luncheon for staff/parents/volunteers (one site only)	1	Program staff	2 hours	15
Spring play (one site only)	1	Program staff	2 hours	25
May parent meeting and picnic	1	Program staff	4 hours	200

(Table Continues)

TABLE 96

PARENT EDUCATION ACTIVITIES
(SITE B_1)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Orientation	1	Head Start staff	2 hours	27
Volunteer workshop	1	Head Start staff	1 hour	18
Home learning activities	1	Head Start staff	1 hour	16
Child abuse	1	Elementary School staff	1 hour	8
Mental health	1	Elementary School staff	1 hour	8
Nutrition	1	Board of Education Nutritionist	45 minutes	12
Health	1	Board of Education Nutritionist	45 minutes	12

(Table Continues)

(TABLE 96 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Single parenting	1	Elementary School staff	45 minutes	11
Emergency First Aid and CPR	1	County Fire Department	1 hour	10
Safety practices	1	County Fire Department	45 minutes	10
Dental	1	West Dental Practices	45 minutes	14
Observation of child growth & development	1	Elementary School staff	45 minutes	12
Community awareness	1	Head Start staff	30 minutes	15
Consumer education	1	Head Start staff	30 minutes	15
Identifying and handling special needs	1	Elementary School staff	1 hour	8
Developmental & behavior development problems	1	Elementary School staff	1 hour	9
Quilting	1	High School staff	1½ hours	10

TABLE 97

PARENT EDUCATION ACTIVITIES
(SITE B_2)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Orientation	1	Program staff	1 hour	75
What works with children	1	Prevention Resource Center	2½ hours	7
Consumer education	1	UGA Extension Service	1 hour	6
Communication tips	1	Prevention Resource Center	2 hours	16
Single parenting	1	Primary School staff	30 minutes	4
Volunteering	1	Head Start	1 hour	21
Making good decisions and wise choices	1	Prevention Resource Center	2½ hours	17
Safety practices	1	UGA Extension Services	1 hour	29
Healthy heart	1	Primary School staff	1 hour	25
Using school and community resources	1	Prevention Resource Center	2 hours	9
Community awareness	1	Primary School staff	1 hour	26
Dental	1	Dept of Human Resources	1 hour	10

TABLE 98

PARENT EDUCATION ACTIVITIES
(SITE B_3)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Community awareness & consumer education workshop	1	Program staff	1 hour	3
Home learning activities workshop	1	Program staff	1 hour	3
Child development workshop	1	Lleet, Inc.	1 hour	0
Safety workshop	1	Georgia Power Company	1 hour	6
Child abuse and mental health workshop	1	Family Connection Program	1 hour	1
Nutrition workshop	1	Head Start staff	1 hour	2
Field trip: Pumpkin farm	1	Program staff	2 hours	1
Group time: Planning for the year	1	Program staff	1 hour	3

(Table Continues)

(TABLE 98 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Field trip: Fire station	1	Program staff	1½ hours	5
Field trip: Amicalola	1	Program staff	1½ hours	1
Field trip: North Point Mall	1	Program Staff	2 hours	5
Field trip: Babyland general hospital	1	Program staff	3 hours	6
Group time	1	Program staff	-	0
Snake show at Amicalola Falls	1	State Park staff	1 hour	1
Learn about frogs	1	Program staff	1½ hours	2
Trip to sheep farm	1	-	1 hour	1
Parenting workshop	1	Even Start staff	1 hour	0
Health workshop	1	Health Department staff	-	0

TABLE 99

PARENT EDUCATION ACTIVITIES
(SITE C)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Consumer credit budgeting seminar	1	Consumer Credit Counseling	1½ hours	6
Kindergarten transition seminar	1	Elementary School Teacher	1½ hours	3

TABLE 100

PARENT EDUCATION ACTIVITIES
(SITE D)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Budgeting/money management	2	Georgia Cooperative Extension	1 hour	1st - 11 2nd - 23
Learning through play	1	Program staff	1 hour	11
Homework without tears	1	Chapter I Parent Involvement staff	1 hour	49
Stress management	1	DFCS	1½ hours	16
Arts and crafts	1	Literacy Volunteer of America	2 hours	34
Omega Elementary School PTO	1	PTO - Omega Elementary School	1½ hours	100
Northside Elementary School PTO	1	PTO - Northside Elementary School	1⅓ hours	over 100

(Table Continues)

(TABLE 100 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Single parenting	1	Herring Memorial United Methodist Church	1 hour	24
Getting along with the schools	1	County Board of Education	1 hour	13
Child growth and development	1	County Board of Education	1½ hours	13
Gangs	1	DARE (police department)	2 hours	25
Violence	1	Board of Education	2 hours	45

TABLE 101

PARENT EDUCATION ACTIVITIES
(SITE E)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Kindergarten workshop	1	School System staff	45 minutes	6
Health and hygiene	1	County Health Department	45 minutes	7
Nurturing children workshop	1	County school system/Drug-free School Program	50 minutes	6
Child safety	2	Police department	1 hour	6
Safety	2	County community relations unit youth program	1 hour	6
Family law	1	County volunteer lawyers association	1 hour	5
General informational meeting	1	Program staff	1 hour	8
Exploring the needs & strengths of introverts & extroverts	1	Program staff	30 - 45 minutes	6

(Table Continues)

(TABLE 101 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Child support and other family law issues	1	County volunteer lawyers association	1½ hours	5
MegaSkills workshop: Confidence	1	Program staff	1 hour	5
Consumer credit information workshop	1	Consumer Credit Counseling Service	1 hour	4
Child safety	1	City Police Department	45 minutes	5
Family law	1	County Bar Association	45 minutes	5
Behavioral strategies	1	Program staff	1½ hours	9
MegaSkills workshop	5	Program staff/School System Counselor	1½ hours	2-10

TABLE 102

PARENT EDUCATION ACTIVITIES
(SITE F)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Parental responsibility for children's success	2	School Social Services staff	45 minutes	10
Domestic violence	2	-	45 minutes	0
Child abuse and neglect	2	Program staff	45 minutes	4
Kwanza	2	Museum of Arts & Science staff	45 minutes	8
Health and nutrition	2	UGA Extension staff	45 minutes	9
Parenting issues	2	Program staff	45 minutes	8
Behavior management	2	School Social Services staff	-	-
Career opportunities	-	Housing Authority staff	-	-
Communication skills	2	School Social Services staff	45 minutes	4

TABLE 103

PARENT EDUCATION ACTIVITIES
(SITE G)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Open house	1	Program staff	2 hours	60 adults 40 children
Make and take	-	Program staff	1-1½ hours	103
School readiness	1	Program staff	1 hour	47
Self-esteem and discipline	1	Program staff	1¼ hour	55
Child development	1	Program staff	1 hour	30

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TABLE 104

PARENT EDUCATION ACTIVITIES
(SITE H)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Peach services	1	Program staff	1 hour	14
*PACT	12	Program staff	1 hour	8-13
Educational opportunities	1	Educational Opportunities Center	1 hour	15
Halloween carnival	1	Program staff	1½ hours	12
*PACT: Thanksgiving snack	1	Program staff	1 hour	8
Employability skills and opportunities	1	Department of Labor staff	1 hour	9
Alternatives to spanking	1	Program staff	1 hour	15
Kwanza	1	Program staff	1 hour	10
Conflict resolution	1	Elementary school counselor	1 hour	10
Christmas party	1	Program staff	2½ hours	13
Discipline techniques	1	DFCS staff	1 hour	3
Child self-esteem	1	Program staff	1 hour	8
Housing opportunities	1	Habitat for Humanity	1 hour	8

(Table Continues)

*PACT: Parents and children together. These were regularly scheduled activities that involved parents working with their children. Topics varied from session to session.

(TABLE 104 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Appropriate developmental expectations	1	UGA Child & Family Development	1½ hour	5
Job interviewing/Employment skills	1	Program staff	1 hour	9
Adult self esteem	1	Program staff & JTPA participant	1 hour	9
Budgeting	1	Consumer Credit counselor	1 hour	8
First Aid with children	2	St. Mary's Hospital staff	1 hour	7
Nutrition	1	County Health department staff	1 hour	7
Field day	1	County-wide program staff	2½ hours	10
Healthful food preparation	1	County Health department staff	1 hour	4

TABLE 105

PARENT EDUCATION ACTIVITIES
(SITE I)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Prekindergarten parent orientation	1	Program staff	2 hours	27
The importance of reading aloud to your children	2	Program staff	1 hour	12
Introducing the Right from the Start Medicaid program	2	Health department staff	1 hour	19
The Peach program and what it has to offer you	2	DFCS staff	1 hour	7
Continuing education	2	County Schools Continuing Education Department	45 minutes	4
Building a foundation for high self-esteem	1	S. Central GLRS	2 hours	7
Make it/Take it workshop	1	S. Central GLRS	2 hours	5

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TABLE 106

PARENT EDUCATION ACTIVITIES
(SITE J)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Parent group meetings	9	Program staff and Parents	1 hour	5
Holiday dinner celebration	1	Program staff	2½ hours	160
How to love this child workshop	1	Destiny, Inc.	1 hour	6
How to tell stories to encourage reading	1	Alliance Theater	2 hours	25
Teddy bear tea	1	Program staff	2 hours	12
Floral tea	1	Program staff	1 hour	13
Family luncheon (All four sites)	6	Program staff	45 minutes	80

(Table Continues)

(TABLE 106 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Make it/Take it workshop	1	Private facilitator	2 hours	13
PreK family outing: Stone Mountain	1	Program staff	4 hours	120
PreK/Even Start parents day out	1	Program and Even Start Staff	3 hours	18
Spaghetti dinner	2	Program staff	1 hour	15
Elementary school talent show	1	Program staff	2½ hours	17
Child abuse awareness and prevention	1	Ga. Council on Child Abuse	1 hour	7
Parents and teachers (PAT) Workshop	2	Family Connection staff	1 hour	16
Aquarium field trip	4	Program staff	8 hours	37-93

TABLE 107

PARENT EDUCATION ACTIVITIES (SITE K)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Parent orientation	1	Program staff	2 hours	23
Open house	1	Program staff	2 hours	21
Sea Island stables field trip and picnic	1	Program staff	2 hours	56
Home-base orientation	1	Program staff	2 hours	33
Fall festival	1	Program staff	2 hours	37
Family education meeting: Role reversal	1	Program staff	2 hours	29
Thanksgiving day feast	1	Parents	30 minutes	21
Christmas party	1	Parents	1 hour	10
Library field trips	4	Program staff and Parents	2 hours	45 adults/ 65 children
Jacksonville zoo	1	Program staff	5 hours	76

(Table Continues)

(TABLE 107 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Making Easter egg baskets	1	Parents	2 hours	12
Fire station field trip	4	Program staff/Parents educators	2 hours	36 adults/ 66 children
Art workshop	8	Program staff	2 hours	138 adults/ 138 children
Parent nurturing class	1 (8-week course)	Local school staff	2 hours/session	25
Parent nurturing class (mornings)	1 (8-week course)	County Extension Agent	2 hours/session	25
Family fun day	1	Program staff	2 hours	36 adults/ 62 children
Christmas party	1	Program staff/Parent educators	2 hours	23
How children learn	1	Program staff	2 hours	26
Math make and take workshop	1	Program staff	2 hours	17
Kindergarten orientation	1	-	2 hours	28 adults
Family picnic	1	Program staff	2 hours	200 children and adults
Parent appreciation dinner & award ceremony	1	Program staff	2 hours	400 children and adults

TABLE 108

PARENT EDUCATION ACTIVITIES
(SITE L)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Bus safety	2	School transportation department staff	1 hour	25 & 24
Contagious disease	2	School nurse	1 hour	13 each
Parents as teachers	2	Program staff	1 hour	7 & 15
Holiday gifts and safety toys	2	-	1 hour	22 & 16
Nutrition	2	School dietitian	1 hour	12 each
Summer survival	2	Program staff	1 hour	8 & 10
Kindergarten readiness	2	School kindergarten teacher	1 hour	10 & 8
Reading	2	School librarian	1 hour	15 & 12
Good touch/Bad touch	2	School counselors	5 30-minute sessions	8 & 12

TABLE 109

PARENT EDUCATION ACTIVITIES (SITE M)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Field trip: Disney on ice	1	-	-	8
Field trip: SciTrek	1	-	6 hours	16
Field trip: Pine mountain animal	1	-	7 hours	11
Field trip: Atlanta zoo	1	-	8 hours	18
Field trip: Discovery Zone	1	-	7 hours	-
Health and fitness classes	30	Board of Education staff	2 1-hour sessions per week for 15 weeks	25
Your child in action (video of class activities)	2	Program staff	1½ hours	30
Meeting with Flint river representative	1	Program staff	2 hours	8
Learning about PALS program	2	Board of Education staff	1 hour	12

TABLE 110

PARENT EDUCATION ACTIVITIES
(SITE N)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Parenting	1	Program staff	-	-
STEP - Prekindergarten	1	County Extension Service	6 weeks, twice a day	59
STEP - Kindergarten (for parents in 2nd year of PreK)	1	Program staff	6 weeks, twice a day	37
PTA meetings	4	Program staff	1 hour	20
Open house	1	Program staff	2 hours	40

TABLE 111

PARENT EDUCATION ACTIVITIES (SITE O)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
First Aid training	1	School district Hipp program	3 hours	15
CPR	1	School district Hipp program	2½-3 hours	5
Gang task force	1	Police Department	2 hours	20
Department of Family & Children Services Forum	1	DFCS staff	2½hours	25
Setting up rules for children & following though	1	Family Counseling Center staff	2 hours	16
Adult education	1	School district adult education/College Adult re-entry program	1 hour	8
Family dinner	1	Program staff	2 hours	120

(Table Continues)

(TABLE 111 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Health Department	1	Health department staff	2 hours	6
Parent support meeting	6	Program staff	1½ hours	24
Christmas party	1	Program staff	2 hours	50
Children and self-esteem parenting	1	Pastorial Institute	2½ hours	30
Expanded food and nutrition program	3	University Extension Services	2 hours	6

TABLE 112

PARENT EDUCATION ACTIVITIES
(SITE P)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Food and nutrition	1	Health department staff	1 hour	11
Child/Parent relationships	1	School counselor	1 hour	10
Aerobics and basic exercise	1	Private fitness center staff	1 hour	5
First Aid facts	1	American Red Cross	1 hour	11
Introduction to computers	1	School Media center specialist	1 hour	4

TABLE 113

PARENT EDUCATION ACTIVITIES
(SITE Q)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
Age appropriate toys	1	Discovery Toys staff	1½ hours	9
Immunizations	1	Health department nurse	1½ hours	7
Child abuse	1	Program staff	1½ hours	3
STEP workshops	8	Program staff	1½ hours each	4-6
Play Eaze (Entertainment Center)	1	Parents	2 hours	11
Discussion on marriage	1	Private therapist	1½ hours	5
LDD children	1	-	1½ hours	6
Assertiveness inventory	1	Program staff	1½ hours	8
Co-Dependency	1	Licensed professional counselor	1½ hours	8

* STEP: Systematic Training for Effective Parenting series of workshops.

(Table Continues)

(TABLE 113 CONTINUED)

TYPE OF ACTIVITY	NUMBER OF TIMES OFFERED	LEADER	DURATION	NUMBER OF PERSONS PRESENT
AIDS information	1	AID Atlanta staff	-	7
Self empowerment and women	2	-	1½ hours	6
Closure (parent leaving group)	1	Program staff	2 hours	10
Brainstorming techniques for problem solving	1	Program staff	1½ hours	5
Winning at parenting by Barbara Coloroso	2	Program staff	1½ hours	7
LDD in classrooms	1	Program staff	1½ hours	6
Family violence/battered women	1	Family Haven staff	1½ hours	5
Discussion on fund raising	1	Parents and program staff	1½ hours	7

In order to provide information to help future programs attract participants to their parent activities, the Evaluation Project requested the program staff at each site to answer the following questions:

1. Briefly describe your most successful parent education activity. Why was it the most successful?
2. Briefly describe your least successful parent education activity. Why was it the least successful?
3. What day(s) of the week and time(s) of the day seemed to work best for parents?
4. What advice would you give new prekindergarten programs about planning parent education activities?

A representative selection of edited responses to items 1, 3, and 4 are presented in Figures 11, 12, and 13. Responses to item 2 were essentially the opposite of the answers to item 1 and therefore, for brevity, are not included.

It can be seen from Figure 11 that the most successful parent activities covered a wide range of topics. Two common reasons that these programs were more successful than others were that they covered topics of interest to the parents and that the speaker was motivating and related well to the group.

Regarding the best day and time to offer parent activities, Figure 12 again shows a wide range of responses. Interestingly, across the sites, Tuesday evening seemed to be mentioned most

FIGURE 11

PROGRAM STAFF'S EVALUATION OF PARENT ACTIVITIES (CONTENT)

Selected responses to the questions "What was your most successful parent activity? Why was it the most successful?"

SUCCESSFUL ACTIVITY	REASON FOR SUCCESS
Educational and financial assistance	Connected well with parents' interest, motivating speaker
Make It/Take It	Child care provided, refreshments served, good presenter
"Parents Responsible for the Success of their Children in School"	Parents' interest
Health and Fitness Program	Parents choose this activity
Early childhood STEP (Systematic Training for Effective Parenting)	Parents actively involved
Parents and children making a book together	Hands on materials, arranged at parents' convenience
"Right from the Start Medicaid"	Parents were able to qualify for assistance with help from Medicaid
Parenting fair in conjunction with SIA and Chapter I	Offered a variety of activities
Child development and self-esteem	Parents' interest
End of year meeting/dinner	Dinner provided
Budgeting and money management	Presenter was easy to follow, information was practical

FIGURE 12

PROGRAM STAFF'S EVALUATION OF PARENT ACTIVITIES (SCHEDULING)

Selected responses to the question "What day(s) of the week and time(s) of the day seemed to work best for the parents?"

ADVICE ABOUT SCHEDULING ACTIVITIES
Tuesday from 10:00 - 11:00 a.m.
12:00 noon - 12:45 p.m.
5:30 p.m. - 7:30 p.m. Tuesday, Wednesday, Thursday
10:00 A.M. - 12:00 noon Wednesday
Evenings after 6:00 p.m.
Late afternoons
Tuesday evenings from 5:45 p.m. to 7:45 p.m.
Tuesday and Thursday after 6:00 p.m.
2:30 p.m. and 7:00 p.m., Tuesday and Thursday *
Fridays from 1:00 p.m. - 2:00 p.m.
Thursdays, 9:00 a.m. and 6:00 p.m.
Tuesday or Thursday at 6:00 p.m., one hour before the monthly PTA meeting
Monday evenings at 6:00 p.m.
Weekdays after 5:00 p.m.

***The same activity was offered twice, parents could choose either time.**

FIGURE 13

PROGRAM STAFF'S EVALUATION OF PARENT ACTIVITIES (PLANNING ADVICE)

Selected responses to the question "What advice would you give new prekindergarten programs about planning parent education activities?"

ADVICE ABOUT PLANNING ACTIVITIES
Advance planning - Make sure speakers are clear about the needs and level of understanding of the group.
Activities should be family centered and interesting to the parents.
Involve the parents in the planning of topics and scheduling.
Involve children occasionally.
Include refreshments.
Provide transportation.
Provide child care.
Door prizes.
Interactive meetings work well.
Make sure space is adequate.
Survey existing resources for programs already being offered.
Get commitment from parents to participate from the beginning of the program.
Send lots of reminders.
Parent Advisory Council representative called parents the night before the meeting.
Establish regular meeting dates such as "the first Monday of each month".

often; but many other times were cited as well. At least one grantee regularly offered each activity at two different times to accommodate parents' schedules. Another site coordinated its activities with the monthly PTA meetings at the elementary school.

Figure 13 presents suggestions by 1994 program staff for planning effective parent meetings. Many respondents stressed the importance of involving the parents in the planning. This advice pertained to selection of appropriate topics as well as convenient scheduling. In other words, parent involvement works best when parents are involved in the planning. Other frequent suggestions to increase attendance included offering refreshments and child care.

THE 1993 - 1994 COMPARISONS

The most dramatic difference between the 1993 and 1994 Prekindergarten Programs was the overall size of the program. This growth is illustrated by the change in the number of classrooms in the 18 Evaluation sites. In the seven Site Category I programs alone, the total number of classrooms grew from 16 to 60. When the 11 Site Categories II and III grantees are added, the total number of classrooms increased to 94.

Since data were collected in both 1993 and 1994 from Site Category I participants only, comparisons are limited to this group. Further, to keep the comparisons meaningful, the classrooms participating in the 1994 Evaluation sample were only those with teachers who were two year veterans of the Prekindergarten Program. (See Chapter 1 for a detailed description of the sample.)

Table 115 presents a comparison of the 1993 and 1994 Site Category I classrooms based on the observation checklist. As can be seen, many characteristics were evident in all classrooms both years. Some differences can be noted, however. For example, although most classrooms in the 1994 sample had a private area where children could retreat, all classrooms in the 1993 sample did. The same comparison (favoring the 1993 sample) can be made between the two years regarding clear labeling of storage areas.

A comparison in favor of the 1994 group pertains to children being able to "play with a minimum of interference from others engaged in other activities." While this statement pertains to most of the 1993 classrooms, it pertains to all of the 1994 group.

Another improvement shown by the 1994 classrooms is in the ability of teachers to see children without being hindered by physical barriers. While less than half of the 1993 classrooms were characterized this way, almost three fourths of the 1994 classrooms were. Further, all 1994 classrooms had the teacher's supplies out of the children's reach. This was true of about 30% fewer classrooms the previous year.

Many of the learning center percentages remained the same between the two years. Increases in 1994 were noted, though, in the number of science, writing, computer, and music areas. Additionally, more classrooms had their own bathrooms and water fountains in 1994.

Another area where 1994 observations were generally superior to the 1993 results relates to the playgrounds. All sites this year had outdoor play areas that were judged to be safe and in close proximity to the Prekindergarten classroom. Further, in 1994, more playgrounds were observed to have a variety of permanent equipment. Interestingly, the same percentage of playgrounds in both years, over 40%, were not fenced in.

PARENT INVOLVEMENT

Parent involvement in the classroom increased considerably from 1993 to 1994. Table 115 shows greater total parent participation in all of the reported activities: teacher conferences,

TABLE 114

COMPARISON OF THE CHARACTERISTICS OF THE CLASSROOMS IN SITE CATEGORY I* FOR 1993 AND 1994

CLASSROOM CHARACTERISTICS	1993	1994
Children have access to available materials.	100	100
Children have privacy if desired.	100	86
Centers have adequate space for several children.	100	100
Children can play with a minimum of interference from others engaged in other activities.	86	100
Storage areas are clearly identified and labeled.	100	86
Similar activities (e.g. blocks, dramatic play) are close together so they can be combined.	100	100
Areas have adequate artificial lighting.	100	100
Room has some natural lighting.	100	100
Areas are near essential supplies (e.g. water, books).	100	100
Multi-cultural pictures, dolls, and/or books are present.	100	100
Children's work is displayed at eye level.	100	100
Quiet and noisy areas are separated.	100	100
Areas to store, display children's work are convenient.	100	100

* Sites that were operational and evaluated in both 1993 and 1994.

(Table Continues)

(TABLE 114 CONTINUED)

CLASSROOM CHARACTERISTICS	1993	1994
Emergency and other exits are clear of barriers.	100	100
Teacher's views of children are free of physical barriers.	43	71
Children can use most equipment with a minimum of adult assistance.	100	100
Equipment/materials can be easily moved when necessary.	100	100
Teacher's supplies are out of children's reach.	71	100
Space is available for individual, small-group, and large-group activities.	100	100
The following centers are present in the classroom:		
Dramatic play	86	86
Art	100	100
Puzzles, blocks, and manipulatives	100	100
Home living	100	100
Reading/quiet time	100	100
Listening (e.g. recorder with headphones)	100	100
Science	57	86
Writing	50	86
Large group gathering area	100	100
Computer	14	27
Music	29	86
The following facilities are present in the classroom:		
Sink separate from bathroom	71	71
Bathroom in the classroom	57	71
Water fountain in the classroom	43	57

(Table Continues)

(TABLE 114 CONTINUED)

CLASSROOM CHARACTERISTICS	1993	1994
The following equipment is present in the classroom:		
Child size chairs and tables	100	100
Audio equipment	86	71
Television	14	43
Video cassette recorder	14	43
Overhead projector	0	14
Projection screen	0	14
Filmstrip projector	0	14
The following carpeting is present in the classroom:		
Classroom is entirely carpeted	57	100
Classroom has area carpeted only	43	0
Classroom has no carpeting	0	0
The site has an outdoor play area.	86	100
The following is a description of the site's outdoor play area (if one is present):		
Appropriate equipment for prekindergarten	71	100
children	86	100
Appears to be safe	57	57
Area is fenced in	86	100
Area is close to prekindergarten classroom	57	71
Area has a variety of equipment	71	86
Area has permanent equipment		

helping in the classroom, informal contacts, classroom visits, and home visits by teachers. This speaks well for both program personnel who are obviously encouraging and welcoming (and in some cases requiring) parent involvement and for the parents who are responding in such large numbers. It should be noted that one aspect of parent involvement showed a decline from 1993 to 1994. Although total teacher conferences increased, the number of conferences initiated by the parents decreased.

TABLE 115

COMPARISON OF THE FREQUENCY OF PARENT INVOLVEMENT IN CLASSROOM ACTIVITIES IN SITE CATEGORY I* FOR 1993 AND 1994

CLASSROOM ACTIVITY	1993	1994
Teacher Conferences	160	190
Teacher Initiated	81	148
Parent Initiated	79	36
Mutually Initiated†	-	6
Helping in the Classroom	221	316
Teacher Initiated	23	89
Parent Initiated	198	220
Mutually Initiated†	-	7
Informal Contacts	780	1755
Teacher Initiated	230	818
Parent Initiated	550	805
Mutually Initiated†	-	132
Classroom Visits by Parents	148	704
Teacher Initiated	-	356
Parent Initiated	148	315
Mutually Initiated†	-	33
Home Visits by Teachers	66	174
TOTAL	**1375**	**3139**

† Mutual initiation of parent involvement in classroom activities was not collected in 1993.

* Site that were operational and evaluated in both 1993 and 1994.

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CHAPTER SIX

THE COORDINATING COUNCIL

The Georgia Department of Education FY '94 Program Guidelines required all Prekindergarten Programs to have a Coordinating Council of community agencies that would be providing services to the children and families. Specifically, the Council had to be composed of one representative from the local Department of Family and Children Services, Health Department, Board of Education and Head Start (where existing). At least one parent of a child enrolled, or intending to enroll, also had to be on the Council, and one representative each from other public and private agencies was encouraged. If an established council matching this description already existed in the community, the Prekindergarten Program was permitted to work with it, rather than forming a new one. The purpose of the Coordinating Council, according to the Guidelines, was to ". . . share responsibility in: (1) the development of the program application; (2) the establishment of collaborations to provide all available services to the children and their families; (3) the ongoing involvement of community agencies to assure access and availability of needed services and (4) the ongoing evaluation and development of the program." (See Appendix A for Program Guidelines)

Many government agencies have been observed to have problems in being adequately responsive to their clients' needs. Swan and Morgan[9] point out that the classic pyramidal bureaucratic model under which most government organizations operate causes excessive complexity, fragmentation, and frustration. They suggest that this model ultimately acts to the disadvantage of both agency and client. Recently, the development of interagency (or coordinating) councils has been emphasized as a solution to the problem of intractability of individual agencies. It is suggested that by bringing representatives of all the agencies together some of the complexity and disorganization could be removed from the service delivery system as seen by the client. For example, by working together agencies might prevent duplication and complexity in the procedures required for families to obtain services. Such improvements would enable families to access services more easily. This rationale supports the Coordinating Council requirement for Georgia's Prekindergarten Program.

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[9] Swan, W.S., & Morgan, J.L., (1993). Collaborating for comprehensive services for young children and their families. Baltimore: Brookes.

THE COORDINATING COUNCIL QUESTIONNAIRE

One task of the Evaluation was to understand the operation of the Coordinating Council. A questionnaire was used to gather descriptive information about the councils. This instrument was revised from the 1993 Coordinating Council Questionnaire developed by the Prekindergarten Evaluation Project. Swan and Morgan's[10] work served as an important reference for the original and revised versions. The major differences in the substance of the two versions are twofold. First, four open ended questions concerning interagency collaboration were added to the 1994 questionnaire to extend the scope of information that was received in 1993. Second, four other questions were included for second year grantees only. These questions were "yes/no" type questions about changes in the Coordinating Councils from year one to year two. Respondents were also asked to describe the changes if they answered "yes." The objective portion of the two versions remained the same except for a few minor editorial changes.

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[10] Ibid.

Program directors from each of the Evaluation sites submitted lists of the names, addresses, titles, and agency affiliations of their Coordinating Council members, including the chairperson. A few sites indicated that more than one person served the role of chair. The questionnaire was mailed to all members and chairs at each of the 18 sites. This was a change in procedure from the 1993 Evaluation when program directors chose a few members to complete the questionnaires. The 1994 procedure enabled the Evaluation to obtain information from a more representative group of Coordinating Council members. However, this change in procedure precludes making meaningful comparisons between the two years' results.

There were 25 chair and 279 member questionnaires mailed. Nine member questionnaires were unable to be delivered due to incorrect addresses, and 11 individuals who received member questionnaires informed the Evaluation Project that they were no longer part of the Councils. Two mailings were sent to the remaining 259 members and 25 chairs to optimize the potential return rate. Responses were received from 141, or 54%, of the members representing 17 of the 18 sites. The response rate from the chairs was 76%, with 19 chairs from 16 sites responding.

The first part of the questionnaire differed for chairs and members. Part I on both forms began with the four open ended questions on collaboration mentioned above. (Responses to these questions will be described later in this chapter in the section entitled Collaboration — Open Ended Items for Chairs and Members.) For the chairs, this portion of the instrument was followed by short answer items about administrative details of the Council and its meetings including: average attendance, dates of meetings, the existence of a mission statement, the existence of a written agreement between the Council and the participating agencies, and the existence of a budget. Members completed short answer questions about their tenure on the

Council, the number of meetings they had attended, and the distance they had to travel to attend meetings.

For second year grantees, the concluding portion of Part I of the chair questionnaire inquired about changes from FY '93 to FY '94 in goals, membership representation, effectiveness, and number of members. Second year grantee members were also asked about changes in the first three of these aspects of their Councils. (Results of these portions of the chair and member questionnaires will be reported later in this chapter in the section entitled Comparisons Between 1993 and 1994)

CHAIR QUESTIONNAIRE, ADMINISTRATIVE ITEMS

Tables 116, 117, and 118 present an abbreviated form of the items pertaining to the administrative details of the Councils. Inspection of the chairs' responses reveals variety among the sites. Although the data are presented by site category, no meaningful differences are revealed among them. Therefore, this discussion will consider them together.

According to the chairs, the number of meetings ranged from 2 to 12. Average attendance was reported to range from 7 to 25. Two interesting points can be made about this range. First, in a few cases the "average attendance" cited exceeded the "number of members" listed on the rosters of Council members submitted to the Evaluation Project. Of course, Council meetings may have been attended by individuals who were not official members, and members may have been added after the rosters were submitted. A second discrepancy in the data occurred for two sites where co-chairs reported different "average attendance" numbers. Since formal attendance counts may not have been taken, this is also explainable.

TABLE 116

RESPONSES OF CHAIRS TO PART I OF THE COORDINATING COUNCIL QUESTIONNAIRE FOR SITE CATEGORY I*

Site	Number of Meetings Held	Average Attendance/ Number of Members	Mission Statement Exists	Written Agreement between CC & Agencies	Mutually Agreed Upon Budget
A	9	NR/15	YES	NO	NR
B	5	25/19	NO	NO	NO
C	NR[B]	NR/13	NR	NR	NR
D	4	7/12	YES	NO	YES
E	10	9/7	YES	NO	NO
F	5	9/60	YES	YES	YES
G[A]	chair 1 6 chair 2 6	chair 1 20/30 chair 2 25/30	chair 1 YES chair 2 YES	chair 1 NO chair 2 NO	chair 1 NO chair 2 NO

* Sites that were operational and evaluated in 1993.

[A] This Coordinating Council had more than one chair.

[B] No response.

TABLE 117

RESPONSES OF CHAIRS TO PART I OF THE COORDINATING COUNCIL QUESTIONNAIRE FOR SITE CATEGORY II*

Site	Number of Meetings Held	Average Attendance/ Number of Members	Mission Statement Exists	Written Agreement between CC & Agencies	Mutually Agreed Upon Budget
H	7	10/11	YES	YES	NO
I[A]	chair 1 2 chair 2 2 chair 3 NR[B]	chair 1 4/12 chair 2 8/12 chair 3 NR/12	chair 1 YES chair 2 YES chair 3 NR	chair 1 NO chair 2 NO chair 3 YES	chair 1 NO chair 2 NO chair 3 NO
J	11	20/9	NO	NO	NO
K	12	NR/7	NO	NO	YES
L	5	12/22	NO	NO	Yes

* Sites that were operational but not evaluated in 1993.

[A] This Coordinating Council had more than one chair.

[B] No response.

TABLE 118

RESPONSES OF CHAIRS TO PART I OF THE COORDINATING COUNCIL QUESTIONNAIRE FOR SITE CATEGORY III*

Site	Number of Meetings Held	Average Attendance/ Number of Members	Mission Statement Exists	Written Agreement between CC & Agencies	Mutually Agreed Upon Budget
M	2	15/7	NO	YES	YES
N	4	NR/7	NO	YES	NO
O	NR†	8/26	YES	YES	YES
P	9	8/18	NO	NO	NO
Q	NR	NR/10	NR	NR	NR
R	8	7/9	NO	NO	NO

* Sites that were neither operational nor evaluated in 1993.

† No response.

425

426

Ten affirmative responses were made by the 18 chairs who responded to the item "Is there a written mission statement and/or list of goals and objectives for the Coordinating Council?" In response to the question concerning the existence of a written agreement with agencies, the majority (11 out of 19) reported that none exists. The final administrative question asked "Does the Coordinating Council have a mutually agreed upon budget?" Twice as many responses were negative (12) as positive (6).

MEMBER QUESTIONNAIRE, ADMINISTRATIVE ITEMS

Tables 119, 120, and 121 present an abbreviated version of the three administrative questions asked of the members. Means and standard deviations of their responses are also included and, for reference, the number of members on each Council. As in the previous section of this chapter, although the data are organized by site category, they will be discussed as a whole. No substantial differences were evident among sites or site categories.

The first item asked how long the members had belonged to the Coordinating Council. Overall, means ranged from 8 to 32 months. Site Category III members reported a narrower range (8-12 months) of tenure on their Councils. A possible explanation is that this was their first Prekindergarten year. It should also be noted that some durations may be greater than expected for sites where an interagency council existed prior to the beginning of the Prekindergarten Program.

The second item in this area asked members how many meetings they had attended. The means ranged from 3 to 20. Referring back to the chairs' report that the number of meetings ranged from 2 to 12, this result seems curious. Again, this may relate to the fact that Prekindergarten Program Coordinating Councils may be interagency groups that were constituted

TABLE 119

MEMBERS' RESPONSES TO PART I OF THE COORDINATING COUNCIL QUESTIONNAIRE FOR SITE CATEGORY I*

Site	Number of Members	Months on Coordinating Council†		Meetings Attended†		Distance Traveled One Way	
		mean	SD	mean	SD	mean	SD
A	15	14	6	9	3	9	20
B	19	16	6	7	4	3	2
C	13	23	10	15	10	3	6
D	12	14	5	4	2	3	4
E	7	16	7	4	3	8	13
F	60	13	8	6	5	28	28
G	30	16	8	7	3	16	15

* Sites that were operational and evaluated in 1993.

† Coordinating Council members reported the total number of months on council and the total number of meetings attended. They may have been members before the startup of the Prekindergarten Program.

TABLE 120

MEMBERS' RESPONSES TO PART I OF THE COORDINATING COUNCIL QUESTIONNAIRE FOR SITE CATEGORY II*

Site	Number of Members	Months on Coordinating Council†		Meeting Attended†		Distance Traveled One Way	
		mean	SD	mean	SD	mean	Sd
H	22	14	9	3	1	5	6
I	11	8	3	7	3	4	12
J	9	32	16	20	15	15	5
K	7	23	2	10	5	2	9
L	12	15	17	3	1	9	7

* Sites that were operational but not evaluated in 1993.

† Coordinating Council members reported the total number of months on council and the total number of meetings attended. They may have been members before the startup of the Prekindergarten Program.

TABLE 121

MEMBERS' RESPONSES TO PART I OF THE COORDINATING COUNCIL QUESTIONNAIRE FOR SITE CATEGORY III*

Site	Number of Members	Months on Coordinating Council†		Meetings Attended†		Distance Traveled One Way	
		mean	Sd	mean	SD	mean	Sd
M	7	10	2	4	1	3	0
N	10	NR[B]	NR[B]	NR[B]	NR[B]	NR[B]	NR[B]
O	7	9	2	3	1	6	8
P	8	11	3	9	2	10	14
Q	26	12	3	7	5	4	6
R	9	8	1	8	4	2	1

* Sites that were operational and evaluated in 1993.

[A] Coordinating Council members reported the total number of months on council and the total number of meetings attended. They may have been members before the startup of the Prekindergarten Program

[B] No response.

before the Program began. In these instances, it is likely that the Council serves more than one purpose and members may be reporting times that they attended a Council meeting even though the agenda may have pertained to a different program.

Finally, Tables 119, 120, and 121 show how far members traveled to attend Coordinating Council meetings. The means ranged from 2 to 28 miles, with over half of the sites reporting mean distances of 6 miles or less.

COLLABORATION - OPEN ENDED ITEMS FOR CHAIRS AND MEMBERS

Four identical open ended questions were asked of both chairs and members. These questions were designed to determine the nature and extent of collaborative efforts that may have resulted from Coordinating Council activities. These narrative questions asked respondents to describe any: (a) actions of Coordinating Council members that exemplified collaboration, (b) actions of particular community agencies that facilitated the operation of the Prekindergarten Program, (c) barriers to collaboration that the Coordinating Council experienced, and (d) actions of particular community agencies that delayed or hindered the operation of the Prekindergarten Program. Figure 14 presents some selected edited responses concerning examples of collaboration by both chairs and members. A variety of responses are evident from the figure. In most instances the examples of collaboration cited were specific to the needs of a particular community. However, one trend among several sites was collaboration among the Prekindergarten Program and other educational/social services programs that serve young children and families such as Head Start, Even Start, and Chapter I.

Figure 15 reports some selected edited responses to the question which asked respondents to describe community agencies that have been especially helpful to the Prekindergarten Program

FIGURE 14

SELECTED COORDINATING COUNCIL RESPONSES TO:

"Describe any actions of your Coordinating Council that have exemplified collaboration among your Coordinating Council members since July 1, 1993."

CHAIRS' RESPONSES

- A federal housing site was secured for a new classroom.
- The PreK Council and the Even Start Council merged.
- A working agreement was developed between the PreK Program and private day care agencies.
- The recreation department developed a summer camp for 50 4-year-olds.
- The Council will seek out grants to provide a "safety net" for families trying to get off and stay off assistance.
- Council members identified access to Medicaid as a major need in the community. The PreK subcommittee planned and sponsored a Medicaid information seminar for all interested agencies and their staff. The seminar was conducted by two DFCS Medicaid supervisors and the Director of the Child Health Hotline of the Healthy Mothers, Healthy Babies Project.
- DFCS assisted in identifying children for the PreK Program and the local health department pulled the list of eligible children on their computer.
- A common application form has been produced for PreK, Head Start and Chapter I to be used for the 94-95 school year. "This is a MAJOR step forward."

MEMBERS' RESPONSES

- Some operational decisions have been made concerning collaborative service delivery for such assistance as DFCS payments and reimbursements for children in day care sites.
- Attempts are made to solve problems that are brought to the attention of Coordinating Council members.
- PreK Program coordinated with the local Teenage Pregnancy Task Force to get information from their computerized database.
- Better working relationships have been developed with Head Start and a local summer program.
- The PreK Program works "hand in hand" with Family Connection which is made up of DFCS, the health department, mental health, education, and DCYS.
- Mental health center has offered a psychologist to work with students and parents.

FIGURE 15

SELECTED COORDINATING COUNCIL RESPONSES TO:

"Describe any actions of particular agencies in your community that have facilitated the operation of the Prekindergarten Program since July 1, 1993."

CHAIRS' RESPONSES

- **Community Care Program affiliated with Tanner Medical Center provided EPSDT's to all non-Medicaid eligible students.**
- **Housing authority opened a PreK site in a 5-bedroom apartment.**
- **DFCS assisted with family needs and suspected child abuse/neglect.**
- **County extension agency assisted with parent programs.**
- **Head Start provided a comprehensive array of services for prekindergarten families.**
- **The county health department set aside 4 days for PreK EPSDT's and served all children, whether or not they were eligible for Medicaid.**
- **DFCS offered training.**

MEMBERS' RESPONSES

- **Housing authority provided a building for the preschool.**
- **DFCS provided supportive services such as counseling, financial assistance, and home visits.**
- **Health Department has made special services available to parents and children.**
- **Local recreation department offered child care and transportation for parents to attend PreK meetings.**
- **Family Connections developed parent workshops and coordinated social services.**
- **PEACH program offered GED classes.**
- **School principal offered support.**

this year. As in the previous figure, responses vary from community to community. However, although the figure only lists a particular agency once, the actual responses did reflect multiple citations about some agencies. For example, the local health departments were mentioned frequently by both chairs and members. This is particularly interesting because last year's comments by parents and program personnel reflected widespread feelings of frustration toward health departments. Apparently, progress has been made in this area in several locations throughout the state.

Figure 16 shows the edited responses of some chairs and members concerning perceived barriers to collaboration. Although two items were included on this topic, the responses were redundant and, therefore, the information is collapsed in one figure. One particular barrier was mentioned several times by both chairs and members. The lack of regular attendance and participation at meetings was cited by both groups as problematic. Some respondents attributed poor attendance to lack of commitment, others felt that influential Council members are involved in so many important projects that it is difficult for them to personally attend to them all. Whatever the reason, this issue is of concern to many. As one member commented, "Can these results be the basis for comments regarding the need for 'care and feeding' of council membership to build a common history and vision for the group?".

It is also interesting to note that some of the same types of organizations that were cited in some communities as being especially supportive of the Prekindergarten program were cited in other communities as hindering the collaborative process. Three examples emerge from the responses: Head Start, DFCS, and the local private day care community. All three of these

FIGURE 16

SELECTED COORDINATING COUNCIL RESPONSES TO:

"Describe any barriers to collaboration that your Coordinating Council has experienced since July 1, 1993." and "Describe any actions of particular agencies in your community that have delayed or hindered the operation of the prekindergarten program since July 1, 1993."

CHAIRS' RESPONSES

- **Council members had a difficult time attending meetings regularly.**
- **Lack of sufficient time on the part of the voluntary council members.**
- **We need to better understand the "true" concept of collaboration and the role of each agency involved in the Coordinating Council.**
- **The lack of commitment of the leadership of the county DFCS to establish a full-service office in this community as they promised.**
- **Political conflicts between the county schools and Head Start.**
- **Communication with "for-profit" day care/preschools. They assumed the LEA would take paying clients from them.**
- **Local health department is understaffed.**
- **Hospitals' prohibition of sliding fee scales for non-legal residents has presented barriers for PreK children and other family members to get needed services.**

MEMBERS' RESPONSES

- **Lack of participation from members.**
- **PreK Program was overpowered by DFCS personnel.**
- **One person tends to take too much leadership, making independent decisions.**
- **Confidentiality is always a problem in interagency networking.**
- **Coordination of children between Head Start and PreK.**
- **The barriers have originated at the Department of Education and the hastily thrown together guidelines that govern the program and spending of funds. Local councils must have more authority to make decisions financially and otherwise to meet local needs.**
- **Delay in beginning second year funding for pilot programs.**
- **There are several poor rural counties which do not have the resources to get appropriate staff or to provide transportation to an urban facility.**

entities can be found as positive examples in Figures 14 and 15 and then again as negative ones in Figure 16. Obviously, these groups and the Prekindergarten Program have a common client base and the level of collaboration among them is important to the effectiveness of all of them.

CHAIR AND MEMBER QUESTIONNAIRES, OBJECTIVE ITEMS

Part II on both questionnaires was comprised of objective items, the first 22 of which were common. Chairs were asked an additional 17 questions and members an additional 16. Respondents rated their Coordinating Councils using a 5-point scale: strongly disagree, disagree, neutral, agree, and strongly agree. These choices corresponded to a score of 1 for strongly disagree to 5 for strongly agree. Chair and member responses were analyzed separately. Table 122 presents the questions and the percentages of members' and chairs' responses in each of the 5 categories. Table 123 shows the means and standard deviations for the same information. A MANOVA was computed to compare the chairs' and members' responses to each item. The result was not significant. No significant difference occurred on any of the ANOVA's that followed the MANOVA. Thus, no significant differences were found between the two groups, indicating that chairs and members evaluated the items similarly. It can be seen from these tables that both members and chairs generally have positive views about the ability of the Coordinating Council representatives to work together effectively. Overall, they viewed the Council as being composed of agency representatives who have some authority and who were compatible, effective, and committed.

Councils at different sites function differently. The variation was reflected in the responses to the four items asking to what extent the council's main function was policy making, case management, advisory, or a mechanism for the Prekindergarten Program to influence other community agencies. Certainly, a Council is likely to serve all of these functions to some degree.

However, responses from both chairs and members show the advisory function to have the highest mean score. Chairs rated policy making next and members chose influencing the community. Case management had the lowest mean score for both groups.

Although the difference was not statistically significant, members' and chairs' responses to one item warrants comment. The item read, "I have been released from other responsibilities in order to participate in the Coordinating Council meetings." Members rated this item considerably lower (mean = 2.86) than chairs (mean = 4.05). This difference may contribute to the concern about low attendance at Council meetings expressed in the narrative items.

The final set of objective items covered similar issues for both groups but were written differently to reflect either the chair's or member's perspective. The same 5-point scale described above was used to evaluate these items. Table 122 includes these questions with their percentage of responses and Table 123 contains the means and standard deviations. These questions were asked for several reasons. One was to determine whether the chairs understood the opinions of the members. The patterns of responses for the two groups indicated that chairs were, indeed, sensitive to the members' views.

Another purpose of these questions was to obtain the respondents' perceptions of their own effectiveness and enjoyment in relation to the Council. Results indicated that most individuals in both groups saw themselves as committed to the mission of the Council, effective in their role on the Council, and seemed to enjoy being part of the Council.

COMPARISON BETWEEN 1993 AND 1994

As explained at the beginning of this chapter, the change in data collection procedures from the first to the second year of the Evaluation precluded statistical comparisons of the objective items on the Coordinating Council Questionnaires. However, all members and chairs from second year grantees (the 12 Site Category I and II participants) were asked directly whether there had

TABLE 122

PERCENTAGES IN EACH RESPONSE CATEGORY FOR COORDINATING COUNCIL MEMBERS(M) AND CHAIRS(C)

QUESTION		No Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. There is an undesirable duplication of services among agencies.	M[A]	4	38	26	15	13	4
	C[B]	0	42	32	21	5	0
2. Once an issue is brought before the Coordinating Council, a decision is made quickly.	M	2	1	9	19	38	31
	C	0	0	5	26	48	21
3. Once a decision is made, it is implemented quickly.	M	4	0	7	16	47	26
	C	0	0	10	32	42	16
4. Agencies in the Coordinating Council discharge their responsibilities in a timely manner.	M	4	1	4	18	45	28
	C	0	0	16	10	53	21
5. The other members and I make a "team".	M	1	2	6	15	28	48
	C	0	0	5	11	42	42
6. When a problem arises, the members work on it agreeably.	M	1	0	1	15	32	51
	C	0	6	0	0	47	47
7. When problems arise, the Coordinating Council handles them effectively.	M	3	0	2	12	38	45
	C	0	5	5	10	47	33
8. Agencies represented on the Coordinating Council work together effectively outside the meetings.	M	5	1	3	14	32	45
	C	0	0	10	16	32	42
9. The members of the Coordinating Council appear to be committed to working collaboratively.	M	1	0	4	8	32	55
	C	0	0	5	5	42	48
10. All members of the Coordinating Council have an adequate opportunity to participate in the meetings.	M	1	2	1	9	25	62
	C	0	0	0	11	37	52
11. The Coordinating Council primarily serves as a policy making body.	M	4	7	14	30	26	19
	C	0	5	21	32	10	32
12. The Coordinating Council primarily deals with individual case management.	M	3	28	33	23	9	4
	C	0	26	48	16	5	5
13. The Coordinating Council primarily serves as an advisory group.	M	2	1	9	19	43	26
	C	0	0	5	21	42	32
14. The Coordinating Council primarily serves as a way for the PreK program to influence the community agencies.	M	6	7	13	33	27	14
	C	0	0	21	16	42	21

(Table Continues)

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[A] M = Members; N = 141

[B] C = Chairs; N = 19

(TABLE 122 CONTINUED)

QUESTION		No Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. An effective system exists to enable any member to bring a policy issue before the Coordinating Council.	M	3	1	3	15	40	38
	C	0	5	0	26	26	43
16. Parents and PreK staff are able to get issues before the Coordinating Council.	M	3	1	2	21	36	37
	C	0	0	0	16	42	42
17. Differences of opinion on policy issues can be discussed easily in Coordinating Council meetings.	M	3	1	4	9	42	41
	C	0	0	5	11	42	42
18. An effective system exists to permit members to get a case management issue before the Coordinating Council.	M	9	2	7	20	36	26
	C	5	5	11	32	21	26
19. Parents and PreK staff are able to get a case management issue before the Coordinating Council.	M	8	1	8	21	37	25
	C	5	5	5	21	37	27
20. Differences of opinion on case management issues can be discussed freely when the issue is appropriate for open discussion.	M	7	1	7	18	32	35
	C	5	0	11	21	37	26
21. I have been released from other responsibilities in order to participate in the Coordinating Council meetings.	M	6	34	11	7	18	24
	C	0	16	5	0	16	63
22. I have authorization to commit my agency's resources if a decision is needed quickly.	M	6	13	11	23	24	23
	C	0	0	10	16	32	42
23. The Coordinating Council meets in a place that is generally convenient for me.	M	1	2	4	6	21	66
23. The Coordinating Council meets in a place that is generally convenient to all members.	C	0	0	0	5	37	58
24. I am informed of every meeting of the Coordinating Council well in advance.	M	1	3	8	11	18	59
24. The Coordinating Council members are informed of every meeting of the Coordinating Council well in advance.	C	0	0	0	5	26	69
25. I know all the other members of the Coordinating Council on a first name basis.	M	1	7	10	16	24	42
25. The Coordinating Council members know each other on a first name basis.	C	0	0	0	0	42	58

(Table Continues)

[A] M = Members; N = 141
[B] C = Chairs; N = 19

(TABLE 122 CONTINUED)

QUESTIONS		No Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. I feel others enjoy being part of the Coordinating Council.	M	1	1	3	16	35	44
26. Coordinating Council members enjoy being a part of the Coordinating Council.	C	0	0	0	5	42	53
27. I enjoy being part of the Coordinating Council.	M	1	2	3	9	28	57
27. I enjoy being a part of the Coordinating Council.	C	0	0	0	10	16	74
28. I am familiar with the mission of each agency represented by the other members of the Coordinating Council.	M	1	2	6	19	33	39
28. The mission of each agency represented in the Coordinating Council is familiar to all the Coordinating Council members.	C	0	5	5	16	42	32
29. I support the mission of the Coordinating Council.	M	2	0	2	8	18	70
29. I support the mission of the Coordinating Council.	C	0	0	0	0	16	84
30. My agency will commit the resources necessary to permit it to work effectively within the Coordinating Council.	M	5	1	3	12	33	46
30. The Coordinating Council members support the mission of the Coordinating Council.	C	0	0	0	0	32	68
31. When I ask for information from another agency, I get accurate information quickly.	M	6	0	3	22	33	36
31. Coordinating Council members generally have the authorization to commit their agency's resources if a decision is needed quickly.	C	0	0	16	37	31	16
32. Information is easily shared among the agencies represented on the Coordinating Council.	M	5	1	3	13	35	43
32. Agencies represented on the Coordinating Council make information about families available when needed.	C	0	0	0	26	42	32
33. The agency I represent will risk "bending the rules" to help children and families.	M	7	8	12	23	29	21
33. Agencies represented on the Coordinating Council are willing to share all the information they have regarding a policy.	C	0	0	0	11	47	42

(Table Continues)

[A] M = Members; N = 141

[B] C = Chairs; N = 19

(TABLE 122 CONTINUED)

QUESTIONS		No Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
34. The agency I represent will modify its procedures in order to work with others to give the best services to children and families.	M	7	1	5	14	34	39
34. The agencies represented on the Coordinating Council will risk "bending the rules" to help children and families.	C	0	0	5	37	47	11
35. I understand the procedures and policies of the Coordinating Council.	M	5	1	7	14	31	42
35. The agencies represented on the Coordinating Council are committed to modifying their procedures in order to work with others to give the best services to children and families.	C	0	0	0	42	37	21
36. I am an effective participant in the Coordinating Council.	M	4	1	5	14	33	43
36. The Coordinating Council members understand the procedures and policies of the Coordinating Council.	C	0	0	5	26	26	43
37. There is a clear plan for follow-up once a policy or case management decision is made by the Coordinating Council.	M	9	1	6	28	28	28
37. I have effective group processing skills.	C	0	0	0	21	26	53
38. All the other members understand my role on the Coordinating Council.	M	5	1	4	27	35	28
38. Agencies represented on the Coordinating Council discharge their responsibilities without constant reminders.	C	0	0	0	21	42	37
39. I feel comfortable contacting the other members of the Coordinating Council outside the meeting times.	M	3	4	1	12	35	45

(Table Continues)

[A] M = Members; N = 141

[B] C = Chairs; N = 19

TABLE 123

MEANS AND STANDARD DEVIATIONS OF THE RESPONSE CATEGORIES FOR COORDINATING COUNCIL MEMBERS[A] AND CHAIRS[B]

QUESTION	MEMBER		CHAIR	
	Mean[C]	SD	Mean	SD
1. There is an undesirable duplication of services among agencies.	2.17	1.21	1.89	.94
2. Once an issue is brought before the Coordinating Council, a decision is made quickly.	3.91	.97	3.84	.83
3. Once a decision is made, it is implemented quickly.	3.96	.86	3.63	.90
4. Agencies in the Coordinating Council discharge their responsibilities in a timely manner.	4.01	.84	3.79	.98
5. The other members and I make a "team".	4.14	1.04	4.21	.85
6. When a problem arises, the members work on it agreeably.	4.35	.78	4.32	.95
7. When problems arise, the Coordinating Council handles them effectively.	4.29	.77	3.95	1.08
8. Agencies represented on the Coordinating Council work together effectively outside the meetings.	4.21	.93	4.05	1.03
9. The members of the Coordinating Council appear to be committed to working collaboratively.	4.40	.79	4.32	.82
10. All members of the Coordinating Council have an adequate opportunity to participate in the meetings.	4.45	.88	4.42	.69
11. The Coordinating Council primarily serves as a policy making body.	3.38	1.17	3.42	1.30
12. The Coordinating Council primarily deals with individual case management.	2.25	1.11	2.16	1.07
13. The Coordinating Council primarily serves as an advisory group.	3.88	.93	4.00	.88
14. The Coordinating Council primarily serves as a way for the PreK program to influence the community agencies.	3.30	1.11	3.63	1.07

(Table Continues)

[A] Members; N = 141

[B] Chairs; N = 19

[C] Scores ranged from 1(strongly disagree) to 5 (strongly agree).

(TABLE 123 CONTINUED)

QUESTION	MEMBER		CHAIR	
	Mean^C	SD	Mean	SD
15. An effective system exists to enable any member to bring a policy issue before the Coordinating Council.	4.14	.88	4.00	1.11
16. Parents and PreK staff are able to get issues before the Coordinating Council.	4.11	.86	4.26	.73
17. Differences of opinion on policy issues can be discussed easily in Coordinating Council meetings.	4.22	.85	4.21	.85
18. An effective system exists to permit members to get a case management issue before the Coordinating Council.	3.87	.98	3.56	1.20
19. Parents and PreK staff are able to get a case management issue before the Coordinating Council.	3.83	.96	3.78	1.11
20. Differences of opinion on case management issues can be discussed freely when the issue is appropriate for open discussion.	4.01	.97	3.83	.99
21. I have been released from other responsibilities in order to participate in the Coordinating Council meetings.	2.86	1.67	4.05	1.54
22. I have authorization to commit my agency's resources if a decision is needed quickly.	3.37	1.34	4.05	1.03
23. The Coordinating Council meets in a place that is generally convenient for me.	4.47	.93		
23. The Coordinating Council meets in a place that is generally convenient to all members.			4.53	.61
24. I am informed of every meeting of the Coordinating Council well in advance.	4.24	1.11		
24. The Coordinating Council members are informed of every meeting of the Coordinating Council well in advance.			4.63	.60
25. I know all the other members of the Coordinating Council on a first name basis.	3.86	1.25		
25. The Coordinating Council members know each other on a first name basis.			4.58	.51

(Table Continues)

[A] Members; N = 141
[B] Chairs; N = 19
[C] Scores ranged from 1(strongly disagree) to 5 (strongly agree).

(TABLE 123 CONTINUED)

QUESTIONS	MEMBER		CHAIR	
	Mean[C]	SD	Mean	SD
26. I feel others enjoy being part of the Coordinating Council.	4.21	.86		
26. Coordinating Council members enjoy being a part of the Coordinating Council.			4.47	.61
27. I enjoy being part of he Coordinating Council.	4.36	.92		
27. I enjoy being a part of the Coordinating Council.			4.63	.68
28. I am familiar with the mission of each agency represented by the other members of the Coordinating Council.	4.03	1.01		
28. The mission of each agency represented in the Coordinating Council is familiar to all the Coordinating Council members.			3.89	1.10
29. I support the mission of the Coordinating Council.	4.58	.74		
29. I support the mission of the Coordinating Council.			4.84	.37
30. The Coordinating Council members support the mission of the Coordinating Council.			4.68	48
30. My agency will commit the resources necessary to permit it to work effectively within the Coordinating Council.	4.26	.88		
31. Coordinating Council members generally have the authorization to commit their agency's resources if a decision is needed quickly.			3.47	.96
31. When I ask for information from another agency, I get accurate information quickly.	4.07	.88		
32. Agencies represented on the Coordinating Council make information about families available when needed.			4.05	.78
32. Information is easily shared among the agencies represented on the Coordinating Council.	4.22	.90		
33. Agencies represented on the Coordinating Council are willing to share all the information they have regarding a policy.			4.32	.67

(Table Continues)

[A] Members; N = 141

[B] Chairs; N = 19

[C] Scores ranged from 1(strongly disagree) to 5 (strongly agree).

(TABLE 123 CONTINUED)

QUESTIONS	MEMBER		CHAIR	
	Mean[C]	SD	Mean	SD
33. The agency I represent will risk "bending the rules" to help children and families.	3.47	1.22		
34. The agencies represented on the Coordinating Council will risk "bending the rules" to help children and families.			3.63	.76
34. The agency I represent will modify its procedures in order to work with others to give the best services to children and families.	4.14	.92		
35. The agencies represented on the Coordinating Council are committed to modifying their procedures in order to work with others to give the best services to children and families.			3.79	.79
35. I understand the procedures and policies of the Coordinating Council.	4.10	1.01		
36. The Coordinating Council members understand the procedures and policies of the Coordinating Council.			4.05	.97
36. I am an effective participant in the Coordinating Council.	4.15	.95		
37. I have effective group processing skills.			4.32	.82
37. There is a clear plan for follow-up once a policy or case management decision is made by the Coordinating Council.	3.84	.96		
38. Agencies represented on the Coordinating Council discharge their responsibilities without constant reminders.			4.16	.76
38. All the other members understand my role on the Coordinating Council.	3.90	.91		
39. I feel comfortable contacting the other members of the Coordinating Council outside the meeting times.	4.19	.99		

[A] Members; N = 141
[B] Chairs; N = 19
[C] Scores ranged from 1(strongly disagree) to 5 (strongly agree).

been any changes in the goals, membership composition, and effectiveness of their Coordinating Councils from 1993 to 1994. Chairs were also asked if there had been any changes in the number of members. Respondents were asked to elaborate on all affirmative answers. Tables 124 and 125 present the chairs' "yes/no" responses, and Tables 126 and 127 contain the same information for members. Inspection of the tables reveals discrepancies among respondents from the same site. It is interesting to note, for example, that in both cases where more than one person served as chair of a Council, they disagreed on whether changes had occurred. This was true for all four questions. Similarly, in all but one case, members from the same site disagreed on whether changes had occurred in each of the three areas covered. The one exception was that all members who responded from Site H agreed that the goals of their Council had not changed from the previous year.

It is difficult to interpret the discrepant responses with certainty, but three possibilities present themselves. First, it is possible that the goals of the Councils in one or both years may not have been explicit. This would affect a respondent's ability to judge whether the Council's goals and effectiveness had changed from one year to the next. A second possible explanation relates to the fact that respondents have been on their Councils for different lengths of time. Their perceptions of change could be different depending on what occurred during their tenure. A third possibility is simply that different individuals had different opinions regarding the extent to which change occurred on their Councils.

Figures 17, 18, and 19 show edited selections of follow up responses to each of the three common questions described above. In the cases where a respondent indicated that a change had occurred in the Council, an explanation was requested. These figures present some of the comments from both chairs and members.

TABLE 124

CHAIRS' RESPONSES COMPARING 1993 AND 1994 COUNCILS FOR SITE CATEGORY I*

ITEM	SITES[A]						
	A	B	C	D	E	F	G[B]
1. Have there been any changes from last year in the GOALS of your Coordinating Council?	NO	NR[C]	NR[C]	YES	YES	NO	chair 1 YES chair 2 NO
2. Have there been any changes from last year in the MEMBERSHIP COMPOSITION of your coordinating council?	YES	NR[C]	NR[C]	YES	YES	NO	chair 1 YES chair 2 NO
3. Have there been any changes from last year in the EFFECTIVENESS of your Coordinating Council?	NO	NR[C]	NR[C]	YES	YES	YES	chair 1 YES chair 2 NO
4. Have there been any changes from last year in the NUMBER OF MEMBERS of your Coordinating Council?	YES	NR[C]	NR[C]	YES	YES	NR[C]	chair 1 YES chair 2 NO

*Sites that were operational and evaluated in 1993.

[A] These programs are in their second year.

[B] This Coordinating Councils have more than one chair. In these instances, all chairs' responses received are reported.

[C] No response

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TABLE 125

CHAIRS' RESPONSES COMPARING 1993 AND 1994 COUNCILS FOR SITE CATEGORY II*

ITEM	SITES[A]				
	H	I[B]	J	K	L
1. Have there been any changes from last year in the GOALS of your Coordinating Council?	NR[B]	chair 1 YES chair 2 NO chair 3 NO	YES	NO	YES
2. Have there been any changes from last year in the MEMBERSHIP COMPOSITION of your coordinating council?	YES	chair 1 YES chair 2 YES chair 3 NO	YES	YES	YES
3. Have there been any changes from last year in the EFFECTIVENESS of your Coordinating Council?	YES	chair 1 YES chair 2 NO chair 3 NO	YES	YES	YES
4. Have there been any changes from last year in the NUMBER OF MEMBERS of your Coordinating Council?	YES	chair 1 YES chair 2 YES chair 3 NO	YES	YES	YES

* Sites that were operational but not evaluated in 1993.

[A] These programs are in their second year of operation.

[B] This Coordinating Council had more than one chair.

TABLE 126

MEMBERS' RESPONSES COMPARING 1993 AND 1994 COUNCILS FOR SITE CATEGORY I*

ITEM	SITES†						
	A	B	C	D	E	F	G
1. Have there been any changes from last year in the GOALS of your Coordinating Council?	yes 5 no 5 no info 2	yes 1 no 3 no info 3	yes 1 no 3 no info 1	yes 3 no 4 no info 0	yes 1 no 4 no info 0	yes 11 no 5 no info 5	yes 3 no 3 no info 1
2. Have there been any changes from last year in the MEMBERSHIP COMPOSITION of your Coordinating Council?	yes 7 no 3 no info 2	yes 3 no 3 no info 1	yes 1 no 3 no info 1	yes 2 no 5 no info 0	yes 3 no 2 no info 0	yes 11 no 5 no info 5	yes 4 no 2 no info 1
3. Have there been any changes form last year in the EFFECTIVENESS of your coordinating council?	yes 5 no 4 no info 3	yes 1 no 4 no info 2	yes 2 no 2 no info 1	yes 6 no 1 no info 0	yes 5 no 0 no info 0	yes 2 no 13 no info 6	yes 5 no 1 no info 1

* Sites that were operational and evaluated in 1993.

† These programs are in their second year of operation.

TABLE 127

MEMBERS' RESPONSES COMPARING 1993 AND 1994 COUNCILS FOR SITE CATEGORY II*

ITEM		SITES†				
1.	Have there been any changes from last year in the GOALS of your Coordinating Council?	yes 0 no 9 no info 5	yes 2 no 1 no info 1	yes 3 no 7 no info 4	yes 1 no 4 no info 1	yes 4 no 1 no info 1
2.	Have there been any changes from last year in the MEMBERSHIP COMPOSITION of your Coordinating Council?	yes 8 no 1 no info 5	yes 2 no 0 no info 2	yes 9 no 2 no info 3	yes 3 no 2 no info 1	yes 4 no 1 no info 1
3.	Have there been any changes form last year in the EFFECTIVENESS of your coordinating council?	yes 7 no 2 no info 5	yes 0 no 3 no info 1	yes 5 no 4 no info 5	yes 2 no 1 no info 3	yes 1 no 4 no info 1

* Sites that were operational but not evaluated in 1993.

† These programs are in their second year of operation.

FIGURE 17

SELECTED COORDINATING COUNCIL RESPONSES TO:

"Have there been any changes from last year in the GOALS of your Coordinating Council? If so, describe the changes."

CHAIRS' RESPONSES

- The council has narrowed the focus from "improving the services to families and making them more user friendly" to "locating grants which might ease the transitional issues for families not eligible for public assistance."
- The main goal last year was to expand health care and DFCS services to low and moderate income families. Since the opening of a full service health clinic, this year has focused on getting a full service DFCS office.
- The Council is working to educate business and community leaders about the needs of low income families in the area.
- A goal is for our 4-year-olds to start kindergarten as equally prepared as other children
- A goal is to have more minority participation in the Council.

MEMBERS' RESPONSES

- We have added a member who operates a day care facility and our goal has been to explore ways to provide extended day care services.
- More centers have been added.

FIGURE 18

SELECTED COORDINATING COUNCIL RESPONSES TO:

"Have there been any changes from last year in the MEMBERSHIP COMPOSITION (for example, agency representation) of your Coordinating Council? If so, describe the changes."

CHAIRS' RESPONSES

- **Representation from a private day care center on our council.**
- **Representation from the housing authority and preschool special education.**
- **Local board of education director of special education was added as a regular member instead of attending on a case management basis only.**
- **New members include a special education representative, a homeless shelter representative, and a housing authority representative.**
- **PEACH caseworker and community education director have been added.**
- **More church participation and minority representation for the tutoring program.**
- **We have combined PreK and Even Start Coordinating Councils.**

MEMBERS' RESPONSES

- **Two new VISTA volunteers have been added.**
- **The director of a local child care center has been added.**
- **We have added a parent representative.**
- **Membership has tripled.**
- **PEACH member added.**
- **Family Connection nurse added.**
- **More parents have taken leadership roles in task forces, such as mentoring.**

FIGURE 19

SELECTED COORDINATING COUNCIL RESPONSES TO:

"Have there been any changes from last year in the EFFECTIVENESS of your Coordinating Council? If so, describe the changes."

CHAIRS' RESPONSES

- We are focusing on networking with community resources to ensure that preschoolers' and families' unique problems are addressed; i.e. adding a PEACH case worker.
- The members have become closer and the overall vision has become more united.
- We are beginning to focus more on collaborative practices such as finding and writing joint grants rather than just sharing information about agencies.
- Last year the council worked to expand and coordinate health services. This year we have faced resistance from many in the community to acknowledge population changes. This has created barriers to the Council's goal of improving access to additional services.
- Addition of a PEACH worker enabled us to place several parents in GED classes.
- PreK is now county-wide.
- We have a better handle on realistic expectations.

MEMBERS' RESPONSES

- This year's board of education representative is not as devoted to the program, probably because her responsibilities are enormous.
- At first there seemed to be improvements but as the year progressed I feel it has slipped back to two or three people "managing" the Council. There are also delays in decision making and implementation and miscommunication. There have been numerous instances of an agency not following through with commitments. I do feel more comfortable expressing opinions, though.
- We are more effective because we are more familiar with each other and the different agencies.
- More networking has occurred this year.
- This is a very efficient group, with increased accountability.
- We have grown stronger by pulling from each others' strengths and areas of special knowledge.

Chairs were asked a fourth question pertaining to changes in the number of members on their Council. Responses tended to be limited to a general indication of a change in size or redundant to responses from the previous item about membership composition. No new information emerged from these remarks.

The results of the Coordinating Council Questionnaires showed essentially positive evaluations of the Councils' effectiveness statewide. Evidence was offered to support progress in streamlining procedures, working out interagency relationships, and coordinating services in support of families. Of course, barriers still exist and improvements are still needed. However, Councils appear to be evolving steadily in a positive direction, but at their own pace and in response to their own goals. That, according to Swan and Meyer[11], is the normal way in which Coordinating Councils progress toward full collaboration.

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[11] Ibid.

Section 2

Kindergarten

CHAPTER SEVEN

THE KINDERGARTEN CHILDREN

A 6-year plan was generated for the Evaluation during its initial year, 1993. According to this plan, two cohorts of children and families would be studied from the time the children entered Prekindergarten through grade 3. Cohort 1, the first group to enter Prekindergarten, would be studied intensively in 1993. In 1994 the evaluation would focus primarily on Cohort 2, the second group to enter Prekindergarten, but attention would also be given to Cohort 1 in kindergarten. In the following years, although both cohorts would be studied, emphasis would alternate each year between the two.

The major task for both 1993 and 1994 was to describe the Prekindergarten children and families and to examine the other activities and services of the Prekindergarten Program. This year, 1994, began the study of the long-term effects of Prekindergarten with an extension of the evaluation into kindergarten. Much of this work was procedural. A system was developed for locating children; selecting a comparison group; establishing contact with both former Prekindergarten and comparison group parents; and building relationships with elementary school principals, kindergarten teachers, and nutritionists in the schools where the children were located. Also, some data were collected on both families and children.

Information collected on the Cohort 1 children and parents in 1994 should be considered preliminary. One reason is that most Cohort 1 participants were enrolled in Prekindergarten for less than a full school year. In that pilot year programs started at different times, and many families did not know about them until well after their initiation. Also, because the Evaluation did not begin until January of that school year, there was an effort to collect as much data as possible within a very short period, with little time to hone and refine data collection procedures in the way that was accomplished later. During that first year, a relatively small sample of 135 children and families from seven programs was selected for study. With attrition over the two years, the final number remaining in Cohort 1 through the end of kindergarten was 111.

The 1995 year will see a much more definitive evaluation of initial long-term effects of the Prekindergarten Program. In 1995 all Cohort 2 children selected for the Evaluation will be from Prekindergarten programs that began early in the 1994 school year. The programs were also better prepared, for their personnel had more experience, time, and/or training for refining their intervention strategies. In addition, the Evaluation team was able to refine its procedures and instruments. In 1994 the major Evaluation effort was applied to collecting reliable data on a large sample of families and children in Cohort 2. The Cohort 2 Evaluation sample began with 317 Prekindergarten children from 18 programs. Thus, the 1995 kindergarten data will be more reliable because of the increase in the Cohort 2 sample size and because the 1994 and 1995 kindergarten data can be combined for the two cohorts, making the sample size even larger.

OBJECTIVES FOR THE KINDERGARTEN CHILDREN (COHORT 1) IN 1994

The objectives for the kindergarten study were:

1. to develop and implement a system for locating former prekindergarten children, selecting a comparison group, and establishing relationships with elementary school principals, kindergarten teachers, and nutritionists in the schools where the children were located;
2. to develop assessment devices for the study of children and parents;
3. to secure some information on the families;

4. to compare the mothers of the prekindergarten and comparison children on educational and occupational levels and on employment status;
5. to compare the fathers of the prekindergarten and comparison children on educational and occupational levels and on employment status;
6. to compare the composition of the homes of the prekindergarten and comparison children, including type of family, number of adults in the home, and number of siblings;
7. to compare the prekindergarten children and comparison children at the end of the kindergarten year on teacher ratings of physical development, social development, self-help skills, communicative development, and academic development and to determine the effect of ethnicity and gender on these ratings overall and for each group;
8. to compare the prekindergarten and comparison children on absences at the end of the prekindergarten year;
9. to compare the prekindergarten children and comparison children on number of referrals for special services at the end of the kindergarten year;
10. to compare the prekindergarten children and comparison children on promotion and retention at the end of the kindergarten year;
11. to examine the relationships among teacher ratings of developmental levels, kindergarten absences, referrals for special services, and promotion decisions for the prekindergarten and the comparison groups;

12. for the prekindergarten group only, to assess the influence of the number of absences while the children were in Prekindergarten on their kindergarten teacher ratings of developmental levels, absences, referrals for special services, and promotion;
13. for the prekindergarten group only, to determine whether the number of times parents attended parent education programs, volunteered to help in the classroom, had teacher conferences, and made informal contacts with teachers while the children were in Prekindergarten predict kindergarten teacher ratings in the five areas of development, absences, referrals for special services, and promotion;
14. to compare two subgroups of prekindergarten children, those who had been in classroom-based programs and those who had been in home-based programs on developmental ratings, absences, promotion, and referral for special services while in kindergarten.

LOCATION OF PREKINDERGARTEN CHILDREN

The first objective was to develop and implement procedures for beginning the long-term evaluation. At the beginning of the 1994 school year, the first task was to locate the former prekindergarten children. The procedure used was to request each Prekindergarten Program to provide the following information for each sample child: (a) parent's or guardian's name, (b) name of the school where the child attends kindergarten, and (c) name of child's classroom teacher. Table 128 presents the number of prekindergarten children who were located at the beginning of the 1994 school year and the school in which they entered kindergarten. Because some children moved, some of these schools did not continue in the evaluation, and other schools

TABLE 128

KINDERGARTEN LOCATION OF FORMER PREKINDERGARTEN CHILDREN

SITE	NUMBER OF CHILDREN	SCHOOL WHERE CHILD WAS LOCATED
BIBB	12	Charles H. Bruce Matilda Hartley Ingram/Pye
CLARKE	21	Alps Road Barnett Shoals David C. Barrow Fourth Street Fowler Drive Timothy Whit Davis Road Whitehead Winterville
DECATUR	8	Fifth Avenue
GLYNN	35	Altama Ballard Burroughs Molette Golden Isles Goodyear Greer Springwood Farms St. Simon's
LAMAR	12	Lamar County
NINTH DISTRICT	22	Banks County Dawson County Jack P. Nix Maysville
NORTH FULTON	8	Lilburn Mimosa Peachtree Roswell North Woodland

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were added. Table 129 presents the names and locations of the schools and the number of kindergarten classrooms in which Evaluation data were collected. It can be seen that the 111 prekindergarten children who remained in the sample the entire year were distributed across 32 schools and 80 classrooms.

COMPARISON GROUP SELECTION

The comparison group was selected from the schools in which the prekindergarten children were located. This phase of the evaluation could not have been accomplished without the cooperation and help of the school principals and the kindergarten teachers. A standard procedure was followed for the comparison group selection. First, the principals were informed about the process. Then the children's teachers were sent information about the evaluation and requests for a time when they could be called for a telephone interview. At that time the teachers were notified that they should have their class rolls with them during the telephone interview. At the appointed time an Evaluation Project staff member interviewed the teacher by telephone. The purpose of the interview was to find comparison children who had not had preschool in equal numbers to the prekindergarten children in the same classroom.

In an attempt to obtain a random selection, stratified on ethnicity, gender, and socioeconomic status as measured by eligibility for free and reduced lunch, a table of random numbers was used to select the comparison children. A number was selected from the table. The teacher was asked to find the child who had the same number on the class roll. The teacher was then asked if the child had attended preschool. If the answer was "yes" the teacher was requested to proceed to the next randomly selected child on the roll and the same question was asked. If the child had not attended preschool, the teacher was asked if the child

TABLE 129

KINDERGARTEN SCHOOLS IN THE EVALUATION

SCHOOL	LOCATION	NUMBER OF KINDERGARTEN CLASSROOMS
Alps Road Elementary	Clarke County	2
Altama Elementary	Glynn County	2
Ballard Elementary	Glynn County	3
Banks County Primary	Banks County	4
Barnett Shoals Elementary	Clarke County	3
Burroughs-Molette Elementary	Glynn County	4
Charles H. Bruce Elementary	Bibb County	4
Cleveland Road Elementary	Clarke County	1
David C. Barrow Elementary	Clarke County	1
Dawson County Primary	Dawson County	4
Fifth Avenue Elementary	Decatur City	1
Fourth Street Elementary	Clarke County	3
Fowler Drive Elementary	Clarke County	2
Glyndale Elementary	Glynn County	3
Golden Isles Elementary	Glynn County	5
Goodyear Elementary	Glynn County	4
Greer Elementary	Glynn County	4
Jack P. Nix Primary	White County	7
James E. Bacon Elementary	Wayne County	1
Ingram/Pye Elementary	Bibb County	1
Lamar County Elementary	Lamar County	7
Lilburn Elementary	Gwinnett County	1
Matilda Hartley Elementary	Bibb County	2
Maysville Elementary	Jackson County	1
Mimosa Elementary	Fulton County	1
Minnie Burghard Elementary	Bibb County	1
Peachtree Elementary	Gwinnett County	1
Roswell North Elementary	Fulton County	2
Springwood Farms Country Day School	Glynn County	1
Timothy Elementary	Clarke County	2
Winterville Elementary	Clarke County	1
Woodland Elementary	Fulton County	1

was comparable to the same as the prekindergarten child on ethnicity, gender, and eligibility for free or reduced lunch. If the answer was "yes," the child was selected for the comparison group. If the answer was "no," a description of the child was obtained and she was placed on a list to be used in case she matched a child in a different classroom for whom there was no match. Then the teacher proceeded to the next randomly selected child on the roll. In many cases the teacher knew all the information. Some teachers did not know whether the child had attended preschool, but they were willing to ask the parents and provide the information to the interviewer at a later time.

PREKINDERGARTEN AND COMPARISON GROUP CHARACTERISTICS

Table 130 presents the frequency and percentage of prekindergarten and comparison children categorized by ethnicity, gender, and free or reduced lunch eligibility. Even though school nutritionists were consulted, free/reduced lunch status could not be obtained for children in all schools because of their need to maintain confidentiality. Although Table 130 indicates that 58% of the prekindergarten children were known to be eligible, data that the Evaluation Project obtained on these children in the preceding year indicates that approximately 75% should be eligible.

PREKINDERGARTEN AND COMPARISON GROUP MOBILITY

A total of 29 children, 14 prekindergarten and 15 comparison, who could be traced and kept in the study, began kindergarten in one location but moved to another during the year. One child in the comparison group moved three times. One prekindergarten and one comparison child moved twice. The remainder moved only once. In these cases the school principals were able to inform the Evaluation project of the children's new school location. Some children moved out

TABLE 130

ETHNICITY, GENDER, AND FREE/REDUCED LUNCH ELIGIBILITY

CHARACTERISTICS		PREKINDERGARTEN CHILDREN		COMPARISON GROUP	
		Frequency	Percentage	Frequency	Percentage
ETHNICITY	African American	70	63	69	62
	Caucasian	35	32	38	34
	Hispanic	6	5	4	4
GENDER	Males	52	47	55	49
	Females	59	53	56	51
FREE/REDUCED LUNCH ELIGIBILITY	Yes	64	58	75	68
	No	20	18	20	18
	No Information	27	24	16	14

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of the state or the country and either could not be tracked or information could not be obtained for them. A total of 111 children remained in the prekindergarten group, and an equal number were in the comparison group, at the end of the 1994 school year.

ASSESSMENT DEVICES

The second objective of the kindergarten study was to develop assessment devices for the study of children and parents. To compare the former prekindergarten children with the comparison children, teachers provided information about both groups. Families also contributed demographic information about themselves. This section of the chapter will describe the instruments used to secure this information.

The Family Information Form. To obtain information about families, a questionnaire was developed and used with the families of both prekindergarten and comparison children. A letter was sent to the parents via the children's teachers explaining that their children had been selected for study and that they would receive an honorarium of $10.00 for completing and returning the information form directly to the Evaluation Project. The form requested the following information: the parents' name and address; whether their child had attended preschool and, if so, when and where; the mother's and father's educational and employment status, including the name of their job; a listing of all people residing in the home; and the number of siblings and their gender. Although teachers made many efforts to have the parents return the information forms, 19 comparison and 12 prekindergarten parents did not return theirs.

Developmental Rating Scale. For the assessment of children's development, five teacher rating scales were constructed, one for each of the following developmental areas: physical, self-help, social, academic, and communicative development. Teachers were first given examples of behaviors in each developmental area. Then teachers were directed to fill in the scales with the names of all children on the class roll and to give each child a rating, comparing him or her to all the other children in the class. The scale was forced choice in that the teacher was required to indicate the lowest child in a particular area by assigning him or her the lowest number, 1, and to indicate the highest child by assigning him or her the highest number, 8. Teachers were required to use each number, that is to give at least one child each rating between 1 and 8. This procedure assured that teachers actually used the group as a standard and did not consider all children in their class to be extraordinarily low or high in relation to some idiosyncratic standard.

A determination of the test-retest reliability of the rating scales was made by administering them to 88 elementary school teachers prior to their use in the evaluation. These teachers were administered the scale on two separate occasions, two weeks apart. They were asked to fill in the names of all children in their classrooms and follow the rating directions. The scores on the two administrations of the scales were correlated, yielding correlations ranging from .86 to .92 for the five scales. These correlations indicate that the scales are highly reliable.

Near the end of the school year these scales were provided to all 80 teachers of the prekindergarten and comparison children. They were requested to rate all children in their classrooms, not just the prekindergarten and the comparison groups, on each of the five scales. Of the 80 teachers to whom this request was made, 78 completed the ratings and returned the scales to the Evaluation Project. Several further requests, some made even after the 1994-95 school year began, failed to elicit the scales from the two teachers who did not return them, so that developmental ratings could not be obtained for a total of three children who were in the classrooms of these two teachers.

The Kindergarten Teacher Questionnaire. A questionnaire requesting information about the prekindergarten and comparison children was sent to each teacher. This questionnaire was to be returned during the last week of school after promotion and referral decisions had been made. The names of the prekindergarten and comparison children were listed for each teacher, and the teacher was asked to supply the following information for each listed child: date the child started attending the class, number of absences, description of any referrals for special services, and level of school child will attend next year. The questionnaire also included a section for comments. The teacher was informed that she should include any information about the child, including descriptions of any transfers from another school. This information was obtained for all children. Some teachers had to be telephoned at the end of the school year or during August after the new school year began for this information.

DESCRIPTION OF FAMILIES

The third through the sixth objectives related to families. The first of these objectives was to secure information, which was accomplished by means of the Family Information Questionnaire described above. The remainder of these objectives involved comparing prekindergarten and comparison families on mothers' and fathers' educational and occupational levels, mothers' and fathers' employment status, adult configuration of the household, number of people living in the household, and number of the child's siblings. Tables 131 through 139 present information on each of these characteristics. Inspection of the tables reveals that the two groups are very similar. Chi-squares were computed comparing the prekindergarten and the comparison group on all variables. None of the chi-squares was significant, indicating no

TABLE 131

MOTHERS' LEVEL OF EDUCATION

EMPLOYMENT STATUS	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
BELOW HIGH SCHOOL GRADUATE	20	18	34	31
HIGH SCHOOL GRADUATE	46	41	33	30
COMPLETED TECHNICAL SCHOOL	17	15	14	13
COMPLETED SOME COLLEGE	2	2	3	3
COMPLETED COLLEGE	11	10	5	4
COMPLETED GRADUATE/ PROFESSIONAL SCHOOL	3	3	2	2
MISSING DATA	12	11	20	18

TABLE 132

FATHERS' LEVEL OF EDUCATION

EMPLOYMENT STATUS	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
BELOW HIGH SCHOOL GRADUATE	18	16	23	21
HIGH SCHOOL GRADUATE	44	40	34	31
COMPLETED TECHNICAL SCHOOL	11	10	9	8
COMPLETED SOME COLLEGE	0	0	2	2
COMPLETED COLLEGE	7	6	9	8
COMPLETED GRADUATE/ PROFESSIONAL SCHOOL	4	5	1	1
MISSING DATA	27	24	33	30

TABLE 133

MOTHERS' EMPLOYMENT STATUS

EMPLOYMENT STATUS	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
UNEMPLOYED	36	32	34	31
PART-TIME	18	16	11	10
FULL-TIME	44	40	46	41
MISSING DATA	13	12	20	18

TABLE 134

FATHERS' EMPLOYMENT STATUS

EMPLOYMENT STATUS	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
UNEMPLOYED	9	8	15	13
PART-TIME	5	5	4	4
FULL-TIME	70	63	59	53
MISSING DATA	27	24	33	30

TABLE 135

MOTHERS' OCCUPATIONAL LEVELS

EMPLOYMENT LEVELS	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
UNEMPLOYED	32	29	32	29
UNSKILLED	27	24	31	28
SEMI-SKILLED	17	15	16	14
SKILLED	3	3	3	3
TECHNICAL/CLERICAL	7	6	3	3
SEMI-PROFESSIONAL	2	2	2	2
MINOR PROFESSIONAL	1	1	0	0
UNABLE TO CATEGORIZE	8	7	4	4
MISSING DATA	14	13	20	18

TABLE 136

FATHERS' OCCUPATIONAL LEVELS

EMPLOYMENT LEVELS	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
UNEMPLOYED	8	7	13	12
UNSKILLED	17	15	19	17
SEMI-SKILLED	18	16	16	14
SKILLED	13	12	14	13
TECHNICAL/CLERICAL	4	4	1	1
SEMI-PROFESSIONAL	5	4	3	3
MINOR PROFESSIONAL	0	0	1	1
UNABLE TO CATEGORIZE	14	13	7	6
MISSING DATA	32	29	37	33

TABLE 137

ADULT CONFIGURATION OF THE FAMILIES

TYPE OF HOME	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
SINGLE PARENT	29	26	35	32
TWO-PARENT	37	33	37	33
MULTI-ADULT WITH SINGLE PARENT	25	23	17	15
NO PARENTS	8	7	3	3
MISSING DATA	12	11	19	17

TABLE 138

NUMBER OF ADULTS IN THE HOUSEHOLD

NUMBER OF ADULTS LIVING IN THE HOME	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
ONE	31	29	35	32
TWO	55	49	48	43
THREE	8	7	7	6
FOUR	5	4	1	1
MORE THAN FOUR	0	0	1	1
MISSING DATA	12	11	19	17

TABLE 139

NUMBER OF SIBLINGS IN THE HOUSEHOLD

NUMBER OF SIBLINGS LIVING IN THE HOME	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
NONE	10	9	16	14
ONE	44	40	31	28
TWO	22	20	22	20
THREE	15	13	17	15
FOUR	6	5	4	4
MORE THAN FOUR	2	2	2	2
MISSING DATA	12	11	19	17

differences between the two groups. It should be noted that forms were not received for 12 prekindergarten and 19 comparison families. In addition, some parents did not answer all the questions, so that the number in the missing data cells is not the same on all tables.

TEACHERS' RATINGS OF CHILDREN'S DEVELOPMENT

A major objective was to compare the prekindergarten and comparison children on teachers' ratings of physical, self-help, social, academic, and communicative development at the end of the kindergarten year and to determine the effect of ethnicity and gender on the ratings overall and for each group. To accomplish this objective, a 2 (group: prekindergarten, comparison) x 3 (ethnicity: African American, Caucasian, Hispanic) x 2 (gender) multivariate analysis of variance (MANOVA) was computed, with the 5 scales being the dependent variables. The results of the MANOVA are presented later, but first, an inspection of Table 140 would be informative. This table presents the means and standard deviations of the teachers' ratings of the prekindergarten and comparison children's development in the 5 developmental areas. Inspection of the means presented in Table 140 reveals that the prekindergarten group had higher scores than the comparison group in all five areas of development. Given that there is no difference between the 2 groups, it follows that by chance alone, each of the two groups should have had an equal probability of having a higher mean for any given scale. A nonparametric sign test determined that the probability of all 5 means favoring the prekindergarten group is less than .05 ($p = .03$). Thus, in terms of the number of higher means, there is a significant difference between the 2 groups.

The MANOVA, which assesses the probability that the magnitude of the difference between the groups for each scale is large enough to have resulted from some cause other than chance, was not significant for any of the main effects or interactions. However, although the

TABLE 140

TEACHERS' DEVELOPMENTAL RATINGS

DEVELOPMENTAL AREA	PREKINDERGARTEN[A]		COMPARISON[B]	
	mean	standard deviation	mean	standard deviation
Physical	5.23	1.97	4.76	2.06
Self-Help	5.08	2.23	4.78	2.22
Social	4.85	2.18	4.59	2.13
Academic	5.12	2.37	4.57	2.07
Communication	4.82	2.36	4.32	2.09

[A] n = 110
[B] n = 109

495

496

multivariate F was not significant, 2 of the univariate F tests which followed the MANOVA were significant. The significant tests were for teachers' ratings of physical development, F (1, 206) = 4.76, $p < .05$, and teachers' ratings of academic development, F (1, 206) = 4.44, $p < .05$. Although these findings are suggestive, and although many naive researchers misuse the application of multiple ANOVA's without first computing an overall MANOVA, the most conservative interpretation is that there were no statistically significant differences between the prekindergarten and comparison groups, the African American, Caucasian, and Hispanic children, nor the boys and girls on the five developmental rating scales. The finding that the interactions between group, ethnicity, and gender were not significant indicates that Prekindergarten did not affect boys and girls or the ethnic groups differently.

Another analysis, which approached significance, favored the prekindergarten group. Very high correlations among the developmental scale scores led to the notion that one score might be representative of all the scores. A factor analysis was computed for the 5 scores. Explained by a single factor was 81% of the variance in the physical development score; 91%, in the self-help score; 80%, in the social score; 91% in the academic score; and 90%, in the communication score. We named this factor Development. An ANOVA, computed to compare the prekindergarten and the comparison group on this factor, Development, approached significance, F (1, 217) = 2.86, $p < .10$.

Pedhazur and Schmelkin[12] (1991) distinguish between a statistical and a substantive difference. Although the MANOVA did not yield a statistically significant difference, the prekindergarten group's higher scores in every developmental area, the two significant univariate tests, and the difference between groups on the factor score is interpreted by the Evaluation team to reflect a substantive difference. A moderate increase in sample size may very well have yielded significant multivariate results. Next year when the sample size will be tripled, a much better representation of any differences that exist will be shown.

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[12] Pedhazur, et al.

ABSENCES

The prekindergarten and comparison children were compared on absences at the end of the kindergarten year by means of a one-way ANOVA. The difference between the two groups was significant, F (1, 220) = 5.68, p = .018. Table 141, which presents the means and standard deviations of the kindergarten absences for the prekindergarten and comparison groups, shows that the prekindergarten children had significantly fewer absences than the comparison children. One Hispanic child's absences could not be included because she moved back to Mexico, where she was thought to have been enrolled in school. She later returned to her class here. The teacher reported 82 absences, including the days she lived in Mexico. Accurate data could not be obtained for the total number of days that she missed for the school year.

REFERRALS

The prekindergarten and comparison children were compared on the number of referrals for special services at the end of the kindergarten year. Table 142 presents the frequency and percent of children who were referred. The number of children who were referred were equal for the two groups, with about 1/4 of each group being referred for some kind of service. Table 143 shows the reasons for the referral or the agency or group to which the child was referred. The referral was listed on this table as the teacher presented it. Because a few of the children had

TABLE 141

ABSENCES

GROUP	N	MEAN	STANDARD DEVIATION
PREKINDERGARTEN CHILDREN	111	10.36	7.87
COMPARISON CHILDREN	110	13.59	11.82

TABLE 142

REFERRALS[A] AND RETENTION

	PREKINDERGARTEN		COMPARISON	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
REFERRALS	27	24	27	24
NOT PROMOTED TO FIRST GRADE	6	5	18	17

TABLE 143

REFERRAL SOURCES[A]

TYPE OF REFERRAL	Number of times Prekindergarten Children were Referred	Number of Times the Comparison Children were Referred
Attention Deficit Disorder	1	0
Behavior/Emotional Disorder	4	1
Chapter 1	2	3
English to Speakers of Other Languages	2	2
Educational Support Team/ Student Support Team[B]	8	13
Homebound		1
Student Instructional Assistance	6	4
Learning Disability	2	2
Psychological Services		1
Reading Recovery	1	
Social Worker/Department of Family & Children Services	0	1
Special Education	2	0
Speech	7	2
Attendance	2	1
Abuse	1	1

[A] Some children were referred more than one time.

[B] A committee of volunteers or appointees, usually teachers representing each grade level in the school, which assembles to decide a remedy for a child's academic/behavior problems or if a child needs further referral(s).

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multiple referrals, the total number of referrals presented in Table 143 is greater than the total number of children shown to be referred on Table 142.

PROMOTION AND RETENTION

The prekindergarten and the comparison children were compared on promotion and retention at the end of the kindergarten year. Table 142 presents the frequency and percentage of children in the prekindergarten and the comparison groups who were not promoted to first grade. A higher percentage of the comparison (17%) than the prekindergarten (5%) children failed to be promoted to first grade. A chi-square test indicated that the difference was statistically significant, $X^2 = 6.0$, $p < .05$.

The factor score, Development, yielded a significant correlation with promotion, $r\ (220) = .40$, $p < .001$. This correlation provides construct validity to the Development score.

CORRELATIONS: DEVELOPMENT, ABSENCES, REFERRALS, AND PROMOTION

The relationships among teacher ratings of development in the five areas, kindergarten absences, referrals for special services, and promotion decisions for the prekindergarten and the comparison groups were examined by correlating every variable with all other variables for both the prekindergarten and comparison groups. Because the correlations were essentially identical for both groups, the groups were combined. Table 144 presents a correlation matrix for the combined groups showing the correlations among the developmental areas, promotion, and kindergarten absences. It can be seen that all variables are significantly correlated. The high correlations among the developmental rating scores indicate that teachers perceive a great deal of continuity in the different types of development within a child. The significant negative correlations between absences and both the developmental scores and promotion indicates that school attendance is very important to children's success.

TABLE 144

CORRELATIONAL MATRIX

CRITERIA	Physical	Self-Help	Social	Academic	Communication	Kindergarten Absences	Referrals	Promoted
Physical	1.00	.71**	.53**	.64**	.60**	-.31**	-.28**	.30**
Self-Help	.71**	1.00	.67**	.80**	.76**	-.30**	-.37**	.39**
Social	.53**	.67**	1.00	.64**	.63**	-.21*	-.28**	.27**
Academic	.64**	.80**	.64**	1.00	.82**	-.32**	-.39**	.39**
Communication	.60**	.76**	.63**	.82**	1.00	-.30**	-.36**	.34**
Kindergarten Absences	-.31**	-.30**	-.21*	-.32**	-.30**	1.00	.19**	-.19*
Referrals	-.28**	-.37**	-.28**	-.39**	-.36**	.19*	1.00	-.24**
Promoted	.30**	.39**	.27**	.39**	.34**	-.19*	-.24**	1.00

* $p < .01$
** $p < .001$

RELATIONSHIP OF PREKINDERGARTEN ABSENCES TO KINDERGARTEN BEHAVIORS

The Evaluation made an effort to determine which factors in the Prekindergarten experience affect performance in kindergarten. Because kindergarten absences have been shown to be so important to the developmental ratings, promotion, and referral, it was hypothesized that Prekindergarten absences also would be related to these variables. A correlation was computed between Prekindergarten absences and each of the kindergarten variables for the children who had been in classroom-based Prekindergarten Programs. (Children in home-based programs could not have absences from Prekindergarten classes). The only significant correlation was between absences in Prekindergarten and absences in kindergarten, $\underline{r}$ (90) = .34, $\underline{p} < .001$. However, this is an important finding which indicates that children who have large numbers of Prekindergarten absences are also likely to have frequent kindergarten absences. It has already been shown that kindergarten absences are related to the other performance variables. This suggests that the Prekindergarten Program should make special efforts to promote attendance.

PARENTS' PREKINDERGARTEN INVOLVEMENT AND CHILDREN'S KINDERGARTEN PERFORMANCE

In an effort to determine which factors in Prekindergarten affect performance in kindergarten eight regression analyses were computed. In each of the regression analyses the independent variables were: number of times parents attended parent education meetings, number of times parents volunteered to help in the classroom, number of times parents had conferences with teachers, and number of times parents had informal contacts with teachers. The dependent variables in the regression analyses were: developmental ratings in the five areas, absences, promotion, and referrals. All multiple correlation coefficients were low and nonsignificant, indicating that kindergarten performance cannot be predicted from the parent involvement measures in Prekindergarten. However, it must be pointed out that, during that first year of operation, some of the Prekindergarten programs were unable to keep accurate records of parent involvement. The 1994 records are likely to be more accurate, so that reliable data are expected when these analyses are repeated next year for Cohort 2.

COMPARISON OF CLASSROOM-BASED AND HOME-BASED PREKINDERGARTNERS

To determine whether prekindergarten children from classroom-based programs differed from prekindergarten children from home-based programs on the developmental rating scores, a MANOVA was computed in which the dependent variables were scores on the five developmental rating scales. The MANOVA $\underline{F}$ was not significant, nor were any of the univariate $\underline{F}$'s that automatically followed. Thus, classroom-based children and home-based children did not differ on any of the developmental areas after they were in kindergarten.

Classroom-based and home-based children were compared on number of absences by means of an ANOVA. The $\underline{F}$ was not significant, indicating that classroom-based and home-based children did not differ on absences.

The two groups were compared on promotions and referrals by means of chi-square tests. The results were not significant, indicating that classroom-based and home-based children did not differ on these two variables.

To summarize the findings on classroom-based and home-based Prekindergarten children, there were no differences on any of the kindergarten variables. Although differences in social development might be expected because the home-based children did not have classroom experiences with other children, differences did not occur. The conclusion from these data is that both delivery systems work equally well.

TEACHER COMMENTS

To provide some qualitative information about the prekindergarten and the comparison children, teachers' spontaneous comments were recorded. Some of these comments occurred when the Evaluation personnel were obtaining information in order to select a comparison group. Others were written on the Kindergarten Teacher Questionnaire. Although comments concerning the Prekindergarten Program were not solicited, several teachers mentioned it. These comments have been divided into positive and negative categories. These categories are presented separately for the prekindergarten and comparison groups in Figures 20 through 23.

It is obvious from an inspection of Figures 20 and 21 that teachers spontaneously made many more positive comments about the prekindergarten children than the comparison children. In fact, positive comments were made about 37 prekindergarten children and only 4 comparison children. Figures 22 and 23 present negative comments for the two groups. Teachers spontaneously made 27 negative comments about prekindergarten children and 12 negative comments about comparison group children. Although teachers commented more frequently, both positively and negatively, about prekindergarten children, the ratio of positive to negative comments was greater for the prekindergarten than for the comparison children.

FIGURE 20

TEACHERS' POSITIVE COMMENTS ABOUT THE PREKINDERGARTEN CHILDREN*

1. Madeline is reading on a first grade level and probably knows approximately 200+ words.

2. Angelo came in well-equipped for kindergarten.

3. Grace has been very far behind academically due to so many absences and tardies. But now that we are at the end of school, everything she has learned has surfaced. She has gained all the kindergarten requirements to go on to first grade. I hope we can solve the problem of so many absences before next year. She has been a joy to teach!

4. Due to the PreK program, I feel Rebecca is learning more rapidly than the other "at risk" students.

5. Joshua has made great progress in all areas of his learning.

6. Zachary is a very loving child.

7. She's doing very well in kindergarten.

8. PreK has made a difference socially.

9. PreK has made a difference. (Was promoted to a 1st grade SIA classroom.)

10. Great progress from PreK experience.

11. Johnnie is a sweet child.

12. Sara is a good student.

13. Maria is an excellent student. She was moved to another room in March but is still doing excellent work.

14. Joseph demonstrates strong academic achievement and well developed social skills. His parents are very supportive of his growth and development and participate regularly in school activities. He is an outstanding student with unlimited potential!

* All names used are fictitious.

(**Figure Continues**)

15. Donald is becoming an excellent reader! I am so pleased with his vocabulary and comprehension.

16. Tested for gifted program. Did not qualify.

17. Timothy is an exceptional student! He has well-developed academic and social skills. He is a bright, energetic, and willing worker. He is one of my brightest kindergartners. PreK has truly been a blessing in his life.

18. Tommy is making normal progress in kindergarten. I feel certain that PreK helped Tommy to adjust to the routine of Kindergarten.

19. Jimmy continues to show progress in his learning. He is interested in learning.

20. Brooke is well-behaved, she wants to learn and is doing well in kindergarten. She is well above other students from similar circumstances.

21. Darlene continues to do well in all areas. She is a hard worker.

22. Kaitlin is a very bright student. She is so turned on to learning.

23. Marguerite is such a hard worker.

24. Well-prepared, functioning in the top of my class, but has trouble listening in large groups. She is confident about her ability to complete a task.

25. Diane is a happy child, and seems to love school. She participates readily in all activities, and gets along well with the other children. Diane is doing well.

26. Blake is bright and loves to learn. He is at the top of my class. He has a confidence about his ability to learn that others do not have.

27. George seems to love school and readily participates in all activities. He gets along well with the other children, and is very happy. George is doing well in school.

28. Brenda is at the top of my class. She is bright and loves to participate. She feels good about herself, and gets along well with others. She is confident in her ability to learn.

29. Elaine seems to love school, and gets along well with the other children. She seems happy and has a wonderful sense of humor! Elaine is doing well.

* All names used are fictitious.

(**Figure Continues**)

30. Gary, though he is not quite on par with his PreK peers, has probably made the most progress. Gary is performing so much better than at the beginning of the year. He is more alert, involved, and receptive to learning. He has also taken a lot in and retained what he has learned.

31. The Prekindergarten Program prepared Sally for Kindergarten. When Sally came to my room, she was familiar with the alphabet and understood the concepts of numbers. Also, she understood what it meant to participate in group activities. Her PreK teacher is a wonderful teacher. She prepared Sally by teaching the following personal skills: how to clean up and put things away; how to tie shoes and dress herself; how to walk in a line; how to go through the lunch line; how to sit in assembly. This teacher is a great asset to the prekindergarten program. The PreK experiences she provided to Sally proved to be most valuable. Because of these experiences, Sally and others will have an even more successful Kindergarten experience.

32. Lizzie is performing on par with the other PreK children in the classroom. She and two others of the four are doing an average to above average job within the classroom setting.

33. Cleshia is a bright student. She is doing a nice job with her academics. She has been able to manage herself much better towards the latter part of the quarter.

34. Marsha is doing a super job.

35. Referred Ruth for Spectrum (gifted).

36. Gabrielle is a very sweet child who gets along fine with everyone.

37. I feel the program was very beneficial for her.

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* All names used are fictitious.

FIGURE 21

TEACHERS' POSITIVE COMMENTS ABOUT THE COMPARISON CHILDREN*

1. He had no previous schooling and no one had worked with him on readiness skills. Great progress has been made this year and Chapter I would provide more one on one everyday.

2. Referred Vivian for Spectrum (gifted).

3. Jose has picked up on many skills. He could have done better if he had been in school more. He has made much progress.

4. I considered holding Chris in Kindergarten because of many absences. Decided to place Chris in first grade because of the great progress and passing the GKAP.

* All names used are fictitious.

FIGURE 22

TEACHERS' NEGATIVE COMMENTS ABOUT THE PREKINDERGARTEN CHILDREN*

1. Michelle has not made much academic progress and that concerns me. Michelle has a hard time learning new concepts and needs lots of one-on-one help.

2. Jack is very capable but he lacks focus and self control right now. We are working on self management skills.

3. Bob is a poor direction-follower and listener. He seems to be in another world at times. He is a good, strong, average student but "readiness to learn" was not apparent much of the year.

4. She was having trouble learning the alphabet. She had low self esteem.

5. Maurine started to make progress after mother came for a conference. However, I am still concerned how much she'll retain over the summer. She didn't talk much and that started to change after last conference with mom. (She was promoted to 1st).

6. Brent cannot distinguish fantasy/reality. He is on medication.

7. Herbert is unable to socialize with peers.

8. PreK hasn't made much difference for Ellie.

9. Austin is not as bright as either one of the comparison children in the classroom.

10. Lyle is lowest in class; very disadvantaged; might be recommended for special ed.; not doing well at all; little dialogue; vision problem; just got glasses.

11. Lance is not very advanced.

12. Taylor has not mastered skills necessary for promotion to first grade. He will be placed in first grade because we do not have a transitional class between kindergarten and first grade. Taylor has experienced family problems this year. His parents divorced. He spends time with both parents.

13. Kirk has very strange behavior. He tells unbelievable stories, he babbles, and seems to be lost all the time. Kirk has a hard time distinguishing fact from fantasy.

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* All names used are fictitious.

(**Figure Continues**)

14. Meghan had a hard time staying on task. She needs lots of adult supervision. Meghan is not confident of her abilities even though she is able to do the tasks. Center time is her worst part of the day. She doesn't get along well with the other children and usually wants to do a center by herself, even though we encourage them to talk at center time.

15. Scarlet needs to concentrate more on her work.

16. Ross has a very short attention span, needs a lot of individual help.

17. Andy needs to be a better listener.

18. Decision was made to retain Billy. He is working below level and was not ready for first grade.

19. Albert's report card prior to his transfer indicated that he was having difficulty developmentally and academically from the beginning of the year. Albert's brother is being retained in second grade next year as well.

20. Vince tends to be more disruptive in the classroom than other children in general. He is easily distracted. He knows about half of the letters. This is an improvement from entry. He does not listen well and tends to shout out answers before hearing the question. His level of performance is somewhat below that of other children from similar backgrounds.

21. Was not performing at kindergarten readiness level.

22. Josie was referred for placement in two guidance groups: "getting along with others" and "self-esteem skills."

23. Ben was referred to the student support team because of poor retention of information (identifying letters, numbers, etc.)

24. Jamie was first referred in 1992 because parents were concerned about delays. Promoted to first grade with speech and possibly placement in EBD (Emotional & Behavior Disorder).

25. Because of low test scores on the ITBS, Lynn was referred to a SIA (Student Instructional Assistance) 1st grade.

26. The only problem with Judy is her immaturity and emotional stability. She is a very moody child that often gives up on her work, even though she can successfully do the work.

27. Chloe's frequent absences make it difficult for her to keep up with her classmates.

* All names used are fictitious.

FIGURE 23

TEACHERS' NEGATIVE COMMENTS ABOUT THE COMPARISON CHILDREN*

1. Inattention, possible ADD with hyperactivity; low academic and frustration level.

2. Abuse from violent father.

3. Gary has not mastered skills necessary for promotion to first grade. He will be placed in first grade because we do not have a transitional class between kindergarten and first grade.

4. Mildly mentally handicapped.

5. Lisa was very insecure until Christmas. She cried a lot!

6. Behavior problems that (perhaps) have caused or aided learning problems. (Promoted to first grade)

7. Carol has been recommended to repeat kindergarten next year. She has only acquired pre-readiness skills for kindergarten.

8. Clifford was eligible for IA (Instructional Assistance) because of low score on the Kindergarten Screening.

9. Retained in Kindergarten because of maturity and high absence level.

10. Retained in Kindergarten because of maturity and late birthday.

11. Ellis had low achievement.

12. Elijah had low achievement.

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* All names used are fictitious.

Section 3

Summary

CHAPTER 8

SUMMARY

The 1994 Evaluation had two objectives: (a) to describe all components of the comprehensive Georgia Prekindergarten Program--the children, families, educational activities, social services, and coordinating councils--and (b) to begin to assess long-term outcomes by studying former Prekindergarten children who had advanced to kindergarten and a socioeconomically similar comparison group that had not had preschool.

THE PREKINDERGARTEN DESCRIPTION

SAMPLING

A sample of 18 Prekindergarten programs was selected from the total of 120 programs for in-depth description and evaluation. This sample was selected by the Georgia Department of Education to reflect the diversity in the programs. It included programs representing different locations, populations, service delivery models, and grantee sponsorship (school system and child care agency). It also included programs divided into three different categories, which the Evaluation assigned the names Site Category I, Site Category II, and Site Category III. Site Category I included the seven programs that were both operational and evaluated in 1993; Site Category II included five programs that were operational but not evaluated in 1993; and Site Category III consisted of five new programs that did not begin until 1994. Programs were selected from these categories so that comparisons could be made between evaluated and non-evaluated programs and between experienced and new programs.

A random sample of 137 families and children was selected from Category I programs; 90, from Category II programs; and 90, from Category III programs. The number in the sample from each program was proportional to the total number of families and children in that program. In Site Category I, only the children and families assigned to teachers who were included in the

Evaluation in 1993 took part in 1994. Since all teachers employed in 1993 returned in 1994, no classroom was lost to the Evaluation. Children and families assigned to teachers who were employed for expansion into new Site Category I classrooms or neighborhoods were not included so that the 1993 and the 1994 samples would be comparable. The sample was drawn from all classrooms that were operational by November 1, 1993.

THE CHILDREN

Information was obtained on children's gender, ethnicity, physical and health characteristics, developmental levels in five areas, attendance at school, and withdrawal from the program. Children in Site Categories I, II, and III, and children from the 1993 and 1994 Evaluations in Site Category I, were compared.

Gender

In the entire population of children in the 18 programs there were significantly more boys than girls in the program. However, there were no gender differences across site categories; all three site categories had more boys. The proportion of boys and girls did not change in the sample from 1993 to 1994.

Ethnicity and Language

For the population, there was no difference in children's ethnicity between Site Categories II and III. However, there was a difference between Site Category I and the other two site categories. Site Category I had a larger proportion of Caucasians and a smaller proportion of African Americans than the other two site categories. The major contributor to this difference was a very large expansion of a Site Category I program in the northern part of the state that served economically depressed areas where the majority of residents are Caucasians. The Prekindergarten Program served a very small number of Hispanics, Asians, and multiracial children. The primary language of most children was English, with only a very small number coming from homes in which Spanish or Korean was the primary language. Although the ethnic proportion changed in the Site Category I population between 1993 and 1994, it did not change in the sample, since the sample was not selected from expansion sites.

Health

The Georgia Department of Education requires that all children in the Prekindergarten program have the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) health evaluation, and all programs attempted to accomplish this goal. The goal was reached for many, but not all children. At the end of the Prekindergarten year over 11% of the sample children had no report of ever having had an EPSDT. Almost 8% had had an EPSDT in 1992 or earlier, but not during the 1994 school year. Variation existed among the individual sites, but not the site categories, on the number of children who failed to have the EPSDT.

As a result of the EPSDT, approximately 42% of the children were observed to have health and medical problems, and several children had multiple problems. Many problems were related to diet and nutrition, with the majority being categorized as dental, anemia, dehydration, overweight and underweight. Several problems were severe enough to require surgery. It is clear that the provision of health services to these children is extremely important.

The minimal acceptable standards used by the Health Department require five DTP immunizations (with boosters) during the first 18 months and one between the 4th and 5th year. They require MMR immunizations at 12 to 18 months and again between the 4th and 5th year. The Prekindergarten Programs are responsible for assuring that children have these immunizations. Most children had their immunizations at the appropriate time. However, a very few children had not had immunizations since infancy, and the family services workers at the sites where this occurred were not aware of it and could not provide a reason.

Although the site categories did not differ, variation occurred among the sites within the site categories on the thoroughness with which problems were identified and referrals were made. A direct comparison could not be made of 1993 and 1994 data in the health area. However, program directors reported that, given more time, they have had the opportunity to attain a better working relationship with the Health Department and to obtain information more freely about the children during 1993 than they were able to do in 1994.

Developmental Levels

The children's physical, self-help, social, academic, and communication development was assessed using the Developmental Profile II. This assessment, conducted for descriptive purposes only, consisted of interviewing the teachers about each child's abilities and skills in each area. The scores in the developmental areas reflect the opportunities and experiences that the children have had. On the average the children are functioning well above their chronological age in self-help skills. They are also above their chronological age levels in physical and social development. They are slightly below their chronological age in academic and communication development. This may indicate that these children have had special opportunities to develop self-help, but not academic and communication skills. Their greatest needs for "catching up" to their chronological age level are in the areas of academics and communication.

There are great individual differences among the children in all developmental areas, and this wide range occurs both within and among sites. While some children were functioning considerably below their chronological age level, others were functioning considerably above. This suggests that experiences of the kind provided by the Prekindergarten Program should be beneficial in enhancing the development of these children.

The children at the three site categories did not differ in any of the developmental areas. Neither did the 1993 and 1994 children in Site Category I.

Absences

Despite the widespread occurrence of chickenpox in the spring, attendance patterns for many children appeared normal. In fact, 43% of the children had standardized absences of 5% or fewer of the days that the program was in session. Nine children had perfect attendance. However, it must be noted that some children were chronically absent. Approximately 5% of the children missed more than 20% of the days, the equivalent of about two months of school days. When the standardized absences are considered, 28% of the children missed more than 10% of the program, or the equivalent of over a month of school days for the longest programs. While many children attended regularly, and most children of this age have illnesses that require them to miss some school, the chronically absent should be a concern to the Prekindergarten Program. By being on the roll, these children could be depriving other children of the opportunity to be in the program. Because children who miss an exceptional amount of time are not likely to get maximum benefit from the program, the Prekindergarten Program should emphasize the importance of attendance and plan ways of decreasing absences.

The site categories did not differ in the percentage of school days that children were absent. In Site Category I the 1994 group had fewer standardized absences than the 1993 group in the same classrooms and with the same teachers.

Attrition

A record was kept of the sample children who withdrew from the program and the reasons for their withdrawal. Out of the 317 sample children, 38 children withdrew at various times during the year. Because 5 of the children returned, the final number of withdrawals was 33 out of 317, or approximately 10%. The reasons reported for the withdrawals were: 13 moved, 4 disliked the program, 4 were dropped by the program, 1 had a logistical problem, 1 was transferred to kindergarten after a successful heart transplant, and 10 gave no reason.

There were no differences in the proportion of withdrawals for the three site categories. In Site Category I there was no statistically significant difference in the number of children who withdrew from the program in 1993 and 1994.

Remarks

Observations in the classrooms revealed that children were busy, active, happy, and engaged in many learning activities in all sites and site categories. Additionally, school readiness behaviors such as sitting quietly, paying attention, following a schedule, sharing, and interacting appropriately with other children were evident. It appears that the children are developing attitudes, skills, and behaviors that will benefit them as they move into school.

THE FAMILIES

A finding about the families of the Prekindergarten Program is that there are differences among the sites, but not among the site categories. This finding was common among the other components as well.

Although many different household configurations were found, the most prevalent configuration was the single-mother household, with 46% of the families being so characterized. However, almost as many, over 40%, were two-parent households. Most (12%) of the remainder of the households were multi-adult, defined as having one parent and one or more additional adults. These households were comprised predominantly of mother and grandmother. Fewer than 1% of the children lived with foster parents, and about 2% lived with guardians, usually the grandmother.

Almost 1/2 of the households had only 1 or 2 children. Four or fewer children lived in 92% of the households, and the largest number of children living in any household was 6.

Information was obtained on mothers' and fathers' educational levels, employment status, and occupational levels when possible. Approximately 30% of the mothers did not graduate from high school; and an almost equal percentage graduated from high school but had no further education; about 24% of the mothers reported that they had attended or graduated from college or technical school; and the remainder of the mothers did not report their educational level.

Data on educational levels were available on about 60% of the fathers. The fathers for whom data were reported are likely to be a select group, composed of fathers in two-parent households or fathers whose circumstances are known to the mothers who reported the information. Therefore, the findings cannot be generalized to the other fathers. The number of fathers that had not graduated from high school was equal to the number that had graduated but had no further education. Almost 12% had attended college at some time or had had technical training. Three fathers in the sample had graduated from college.

Occupational data were unavailable for about 4% of the mothers and almost 40% of the fathers. Almost 1/2 of the mothers and fathers were reported to be employed. The most recent jobs of the parents were classified according to the Hollingshead-Redlich Occupational Scale[13]. Almost 33% of mothers did not report a recent occupational level, and data on occupational level were unavailable for a large percentage of fathers. Over 1/4 of the mothers work in unskilled labor positions, and most fathers for whom data were reported were working in unskilled and semi-skilled jobs. These data indicate that there is a need for the Prekindergarten Program to assess job training needs and to make parents aware of opportunities to upgrade their education, job training, and employment where appropriate.

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[13] Hollingshead, A.B. & Redlich, F.E. (1958). Social and mental illness. New York: John Wiley Press.

Almost 1/4 of the families reported receiving no income from earned wages, while about 1/2 of the families did receive wages from one source. This source could be a working mother, father, or any other adult household member. The single working mother was by far the most common source of the household's wages. Most wages were low enough that many of the mothers also qualified for federal assistance. Almost 1/4 of the households had two sources of income. These wages were most frequently produced by the mother and one other person, such as father, grandmother, or friend. A very small percentage of the sample households had more than two sources of income.

Over 75% of the families received some type of federal assistance. Approximately 34% received Aid to Families with Dependent Children (AFDC), nearly 1/3 received assistance from the Women, Infants, and Children (WIC) nutrition program, 40% received food stamps, and roughly 1/2 received Medicaid. Others received help with utilities and housing. Approximately 28% received assistance from one source. Close to 50% received assistance from two or more sources.

Parents' attitudes, feelings, knowledge, and behaviors in relation to their children, their children's school and teachers, and community social services were assessed by means of a structured interview. The results indicated that parents thought the health of their children and families is excellent or good. All but three parents said their children "love" or "like" Prekindergarten. The attitudes about community services appear to be neutral to good. On an empowerment question, most parents said they would actively seek help for a problem. Their answers to questions about discipline suggest that these parents are not resorting to physical punishment and would "discuss the problem" with the child or "use time out or take a privilege away." About 90% of the parents have visited the child's classroom, with the average number of visits being more than 10; almost 70% have volunteered to help in the classroom, with the average number of times being almost 5; and over 85% have conferred with the teacher. Most parents found the teacher conferences to be helpful or very helpful. The vast majority say that their children look at books at home both alone and with the parent. Involvement with books occurs at least a few times a week.

Conclusions from this interview are that parents and children are extremely well satisfied with the school and teachers and that most parents are participating in their children's schooling. Also, the disciplinary methods that most parents use are consistent with positive strategies taught in many parenting courses. It is likely that the parent education workshops offered by the Prekindergarten Program have reinforced such strategies. Through their association with the Program, parents may also have learned the importance of having the child involved with books at home, and particularly of child-parent interactions around books.

Comparison of 1993 and 1994 Families

There were no significant differences between 1993 and 1994 on the adult configuration of the homes, the number of adults and the number of children living in the households. An equal proportion of families received no federal assistance in 1993 and 1994. A greater number of the 1994 than 1993 families appears to have received federal assistance from multiple sources.

Almost 30% of the mothers did not report their educational levels in 1993, and over 12% did not report this information in 1994. It is not possible to know how these mothers would be categorized, and the percentage in each category could be different if the data were complete. Of those who reported their educational levels, the mothers appear to be better educated in 1994, including more who had graduated from high school and college and had had some college. Because of the large number of fathers for whom no data were available, a statistical comparison would not be meaningful.

More mothers were employed in 1994 than in 1993. A large number of mothers, many of whom had not worked, did not report an occupational level. Of the mothers reporting information about their last job, more had a higher occupational level in 1994 than in 1993. Of the fathers for whom information was available, there was no difference in either employment status or occupational level between the two years.

Over 30% of the families reported receiving no income from earned wages in 1993, while 23% reported receiving no income from wages in 1994. Although the difference was not statistically significant, it may be suggestive that more families had some wages in 1994 than in 1993.

There were no differences between the 1993 and 1994 families in the receipt of federal assistance, with one exception. More families received Medicaid in 1994 than in 1993. A greater number of 1994 families received assistance from more than one source.

In 1993 parents' attitudes were assessed by means of on-site group interviews by Evaluation Project personnel. In 1994 they were assessed by means of a survey which local family services workers and teachers administered individually. The change in the method of assessment makes direct comparison difficult. A few indirect comparisons between the attitudes expressed by parents in 1993 and 1994 can be made. First, parents had extremely positive feelings about the Prekindergarten Program in both 1993 and 1994. No negative attitudes were expressed about the program in either year. Concerning social services, parents did not express the extremely negative attitudes in 1994 that some had expressed in 1993. This could mean either that the group atmosphere of 1993 was more encouraging of this type of expression or that the agencies have become more sensitive and/or accessible to parents. It is possible that the coordinating councils have influenced the agencies in a positive direction.

THE FAMILY SERVICES COMPONENT

At the 18 Evaluation sites a total of 72 workers provided family services. All sites had a reasonable ratio of family services workers to families. The lowest ratio was 1 to 10 and the highest was 1 to 34.

There were a variety of administrative structures, and many programs had a hierarchy of family services personnel. The titles of the position differed from site to site and within sites. For example, at one site a Lead Family Services Coordinator supervised a number of other family services workers. Some Prekindergarten Programs collaborated with other community agencies. For example, at one site the supervisor of family services was actually employed by DFCS. Several additional people who were not employed by the prekindergarten program nevertheless worked with the prekindergarten families. For example, the PEACH program provided a full time employee to work with families at one site.

The goals of the family services workers were very similar across sites. The most frequently stated goal was to provide services to families. Other goals frequently mentioned were to identify and meet the needs of families, to help parents become self-sufficient, to provide developmentally appropriate education and family support, and to encourage participation in the

Prekindergarten Program. The goals stated by the family services workers in the three site categories were very similar.

Of the 72 family services workers, 70 responded to a questionnaire about their functions and activities. Their responses indicated that the vast majority had a family services plan and maintained a resource file. Also, family services workers implement a family needs assessment, track referrals, and follow up on referrals. In contrast, there is a great deal of variation among family services workers in family contacts, caseload, and percentage of time spent with families. Although most programs have a system for monitoring family services delivery, 1/3 of the programs do not. As with all the other information obtained by the Evaluation, there appear to be more differences among sites within the same site category than among site categories.

A form was developed for use by the family services workers for recording all referrals provided to each sample family. These records indicate that many referrals were made. Families were referred a number of times for the same service and also were referred for multiple services. Out of approximately 317 sample families, 199 were referred for health and medical services a total of 366 times. The most referrals were made in the area of health and medical services, with the next largest categories being education and job training. However, although 32% of the mothers and 22% of the fathers did not graduate from high school, only 18% of these individuals was referred for high school or GED education, and only 20% of the entire sample was referred for all long-term educational programs. One-half of the individuals referred actually started training. It appears that more work needs to be done in finding ways to encourage or enable families to further their education. The family services workers made a large number of referrals for job training, with multiple referrals being made for some families. At least one referral was made to 55% of the families, and close to one-third of the individuals began training. A question must be raised about the reason that so many referrals in this area were not concluded. It is possible that the family services workers tried to help families complete the referral, but family circumstances prohibited the individuals from participating in the training. Whatever the reason, family services programs might well place an emphasis on helping families to follow through on job-training referrals.

Since family services coordinators are expected to make home visits, data were collected on the number of visits each one made to each sample family. The number of visits varied both within and among most sites, but not among site categories. For all family services workers the number of family visits ranged from 0 to 23 during the school year.

There is much variety among family services workers in education and experience. All had at least the equivalent of a high school diploma. The educational levels ranged from a GED to a Master of Social Work Degree. Most of the programs had family services workers who had prior relevant experience.

Differences between the site categories occurred regarding the educational background of the family services workers. Several programs in Site Category I had family services workers with Masters degrees and training in social work. No program in the other site categories had family services workers at this level.

Comparison of 1993 and 1994 Family Services

The most salient and apparent difference between family services in 1993 and 1994 was the growth that was necessary to support the families in the expanded programs. In 1993 there were 17 family services workers for the seven sites in Site Category I. In 1994 there were 50.

Responses to the Family Services Questionnaire in 1993 and 1994 indicate that a great deal of change has taken place. The administrative structure of family services changed along with the size. Whereas in many programs in 1993 there was only one family services worker who reported directly to the program director, in 1994 all programs except one had several family services workers. In most cases the administrative structure was such that they reported to a supervisor of the family services program, who in turn reported to the Prekindergarten Program Director.

The goals of the family services workers were very similar for the two years. The two most frequently mentioned goals were identical in 1993 and 1994. For the frequency of teacher and family contacts, the caseload, and the percentage of time spent with families, the proportions for each employee are similar for 1993 and 1994.

The 1994 family services programs were much better organized and the activities were systematized to a much greater extent than in 1993. In 1993 about 1/2 of the family services workers indicated that they developed a family services plan and that they had a resource file of service agencies; whereas in 1994 almost all said they developed such a plan and had a resource file. The proportion saying that they have a system for formal needs assessment, recording contacts with families, tracking referrals, and following up referrals is greater in 1994 than in 1993.

Family services programs have greatly improved in service delivery in 1994. This is indicated by an increase in the number of families referred, the number of service providers used, and the number of families who actually began the services for which they were referred. It also appears that the programs were more proactive in reaching out to families and identifying problems in 1994. Also, there was a statistically significant difference between the two years in number of home visits, with more being made in 1994.

Most of the 1993 family services workers remained in their jobs for 1994. One site replaced a non-professional member of their local community with a professional social worker. At another site family services were performed in 1993 by two employees who were teachers in the mornings and family services workers in the afternoons. In 1994 the two employees became full-time teachers, and two persons trained in social work replaced them as family services workers. Although many new family services workers were employed in 1994, they were similar in education and experience to the 1993 family services workers.

THE EDUCATIONAL COMPONENT

The educational component of the Prekindergarten program focuses on both children and parents. Three service delivery models were evaluated: center-based, a classroom model in which 20 children are served by two teachers; home-based, in which services are delivered to children and parents in the home; and a combination of the two models. Of the 18 evaluation sites, 16 were center-based, 2 had both center-based and home-based programs, and 1 of these offered a combination. Most of the center-based classrooms were located in elementary school buildings, but a few were in community facilities.

A questionnaire was responded to by 84 of the 88 classroom teachers at the 18 evaluation sites. The responses indicated that the vast majority (76%) of the teachers use the High/Scope curriculum, with more than half using High/Scope along with other resources, and 20% using High/Scope only. Most of the remaining teachers reported using Creative Curriculum and other resources. Teachers indicated that they were pleased to have a choice of curricula. Most comments reflected the belief that a variety of curricula should be available in order to meet the diverse needs of their students. When asked for the reason for choosing a particular curriculum 61% reported it was because of its child-centered nature. Teachers' comments indicated that they had strong feelings about the importance of a child-centered curriculum for prekindergarten children. Most of these teachers saw their role as determining what learning experiences are appropriate for the children to explore. Many teachers commented that they often include activities they think are essential for the children to experience before entering kindergarten.

Teachers stated that parents are an important component of the Prekindergarten Program. A clear majority (65%) welcome parents to participate whenever they can. A few commented that although they love having parents come to class, it is helpful for scheduling if they know when a parent will be there. Only 12% indicated that they prefer parents' help with outside activities rather than in the classroom.

When asked to identify the area in which they saw the most growth in the children this year, 74% of the teachers cited social/emotional development and many selected communication skills. Several teachers described children who initially responded to frustration with temper tantrums, clenched fists, or tears but later became able to express themselves more appropriately. Other examples included a child who wrote a story about a horse, another who proudly read *The Little Gingerbread Man* to his teacher, and the 4-year-old who learned to tell his teacher, "It is 9:30, time to go outside." Many examples described children who learned to tie their shoes, ride a bike, and use the computer. As a result of this year's experience the teachers thought that the children are better prepared to have a successful kindergarten year.

Teachers thought that parent involvement is a very important and positive aspect of the program. They believed that they were able to offer support to families who needed it, and they found it rewarding to watch diverse populations come together successfully. The teachers have a commitment to the Prekindergarten program. They are pleased about the professionalism of the staff and the support they receive from each other.

The physical features of the classrooms were observed and recorded on a checklist, and the teachers were interviewed concerning their impression of the facilities. All classrooms had art, manipulatives, home living, reading, and a large group gathering area. Over 88% of the classrooms also had dramatic play, listening, and music centers. A majority of the classrooms also had writing and science centers, and a few had computer centers. Teachers expressed satisfaction with their classrooms.

Observations were also made of the outdoor play areas. Over 83% of the classrooms had easy access to an outdoor play area. Over three-fourths of these areas had permanent equipment and appeared safe. Over 60% contained a variety of equipment that was judged to be appropriate for prekindergarten children, but less than half were fenced in.

Teachers in eight of the 18 sites reported using some type of assessment tool with the children. Six of these eight programs used commercially developed, formal assessment instruments and two used locally developed ones. The frequency of administration ranged from one to three times a year, and curriculum planning was the major purpose that the assessments served.

All classrooms had one lead teacher and one assistant teacher. Of this total group of 171 women and 5 men, 32% are African American, 66% are Caucasian, and 2% are Hispanic. All teachers had at least a high school education. Over 80% had at least a bachelor's degree, with over half of these having graduate degrees as well. For the assistant teachers, all but one person reported having at least a high school education. Almost 1/4 of the group furthered their education in a technical school, a few more had some college, and nearly 1/4 completed college or graduate school. Similar to the lead teachers, this group had a variety of prior teaching experience.

A goal of the Prekindergarten Program was to involve parents in their children's programs. To ascertain the extent to which parents engaged in various parent involvement activities related to their children, the center-based teachers were requested to keep records of parent conferences, parents' help in the classroom, informal contacts with parents, and visits by the parents to the class or by the teacher to the home. They were also asked to indicate whether each of these activities was initiated by the teacher or the parent. The records indicated that many parents had contact with the teacher and the classroom. Although most parent-teacher conferences were initiated by the teacher, many were initiated by the parent. The 317 parents volunteered to help with the class 617 times and to help with field trips 619 times. They had over 3000 informal contacts with teachers. There were 1499 parental visits to the class and 270 teacher visits to the homes. Parents were very proactive in involving themselves in their children's programs, and this behavior suggests that they felt comfortable with the teacher and the program.

Another aspect of parent involvement is providing programs that have direct educational and intellectual benefits for the parents themselves. All programs planned and implemented workshops, training sessions, and social events for the parents. Some programs encouraged parents to chaperon field trips and found that the field trips provided new experiences for the parents as well as the children. This type of activity attracted more parents than the traditional workshop or training format. Although at least one program required parents to attend parent meetings regularly, other programs allowed the parents to attend on a volunteer basis.

To guide future programs in producing attractive parent activities, respondents were asked to indicate their most successful parent activity, the best time of day to schedule an activity, and their advice to others about planning parent activities. A wide variety of programs was considered to be successful, and the best time of day varied from site to site. The advice was unanimous in indicating that parent activities should be "hands on," should involve a great deal of parent involvement and activity, should be planned based on input from the parents themselves, and should not be the traditional academic format in which a leader speaks to a group of participants. Some programs also recommended including childcare, refreshments and door prizes.

THE COORDINATING COUNCIL

All sites had a coordinating council composed of members from various community, social service, and educational agencies. For the purpose of describing the coordinating councils, two almost identical questionnaires were administered. One was sent to 259 coordinating council members at the 18 sites and returned by 56% of these members; the other was sent to the 25 coordinating council chairs at the 18 sites and returned by 19 of these chairs. On the questions that the two groups had in common, there was very high agreement between them.

The coordinating councils differed a great deal from each other. The number of meetings held ranged from 2 to 12. The average attendance ranged from 7 to 25. The number of meetings members attended ranged from 3 to 20; the length of time members had served ranged from 8 to 31 months; and the distance members traveled to attend the meetings ranged from 2 to 28 miles, with over half the sites reporting mean distances of 6 miles or less.

The goal of all coordinating councils should be collaboration. Narrative questions asked respondents to describe actions of coordinating council members that exemplified collaboration, actions of particular community agencies that facilitated the operation of the Prekindergarten Program, barriers to collaboration, and actions of particular community agencies that delayed or hindered the operation of the Prekindergarten Program. A variety of responses were given. In most instances the examples of collaboration cited were specific to the needs of a particular community. However, one trend among several sites was collaboration among the Prekindergarten Program and other educational/social services programs that serve young children and families, such as Head Start, Even Start, and Chapter 1. Some examples of collaboration were: "a federal housing site was secured for a new classroom;" "the mental health center offered a psychologist to work with children and parents;" "the Prekindergarten and Even Start councils merged."

Some examples of barriers to collaboration were "lack of participation by members," and "political conflicts between the county schools and Head Start." In some programs particular agencies were cited as being particularly helpful, whereas in others the same agencies were described as being an obstruction to collaboration. For example, in many communities the Prekindergarten Program and the private day care community worked well together. In others, they were at odds with each other.

Both members and chairs generally had positive views about the ability of the coordinating council representatives to work together effectively and cooperatively and to accomplish the goals of the council. They generally viewed the council as being composed of agency representatives who had been given some authority by their agencies and who were understanding, effective, and mutually compatible. Most respondents viewed themselves as being personally and professionally effective, and they indicated that they enjoyed their role on the council.

Comparison between 1993 and 1994

The change in data collection procedures from the first to the second year of the Evaluation precluded statistical comparisons of the objective items on the Coordinating Council Questionnaires. However, all members and chairs from second-year programs (Site Category I and II participants) were asked directly whether there had been any changes in the goals, membership composition, and effectiveness of their coordinating councils from 1993 to 1994. Discrepancies occurred among respondents from the same site. In all but one case, members from the same site disagreed on whether changes had occurred in each of the three areas.

The results of the Coordinating Council Questionnaires showed essentially positive evaluations of the Councils' effectiveness statewide. Evidence was offered to support the view that progress had been made in streamlining procedures, working out interagency relationships, and coordinating services in support of families. Although barriers still exist and improvements are still needed, councils appear to be evolving steadily in a positive direction, but at their own pace and in response to their own goals.

THE KINDERGARTEN CHILDREN

LOCATING THE PREKINDERGARTEN CHILDREN

To begin locating the former Prekindergarten children, each Prekindergarten Program was asked to provide the name of the child's school and classroom teacher. Of the children found, 111 remained in the sample for the entire school year. They were distributed across 32 schools and 80 classrooms.

COMPARISON GROUP SELECTION

The comparison group was selected from the classrooms which the prekindergarten children attended by means of a standard procedure, which is detailed in Chapter 7 of the Report. Using this procedure, a comparison group of children that had not had preschool was randomly selected. Because a stratification procedure was used, the comparison children selected were very similar to the prekindergarten group on ethnicity, gender, and free and reduced lunch eligibility.

A total of 29 children, 14 prekindergarten and 15 comparison, who could be traced and kept in the study, began kindergarten in one location but moved to another during the year. One child in the comparison group moved three times. One prekindergarten and one comparison child moved twice. The remainder moved only once. In these cases the school principals were able to inform the Evaluation project of the children's new school location. Some children moved out of the state or the country and either could not be tracked or information could not be obtained for them. A total of 111 children remained in the prekindergarten group, and an equal number were in the comparison group, at the end of the 1994 school year.

ASSESSMENT

To obtain information about families, a Family Information Form was developed and used with the families of both prekindergarten and comparison children. A letter and the form were sent to the parents via the children's teachers. Although teachers made many efforts to have the parents return the information, 19 comparison and 12 prekindergarten parents did not respond.

For the assessment of children's development, five teacher rating scales were constructed, one for each of the following developmental areas: physical, self-help, social, academic, and communicative development. A determination of the test-retest reliability of the rating scales was made by administering them to 88 elementary school teachers prior to their use in the evaluation. These teachers were administered the scale on two separate occasions, two weeks apart. They were asked to fill in the names of all children in their classrooms and follow the rating directions. The correlations for the scores on the two administrations of the scales ranged from .86 to .92 for the five scales. These correlations indicate that the scales are highly reliable.

Near the end of the school year these scales were provided to all 80 teachers of the prekindergarten and comparison children. Directions were the same as the ones given to the teachers in the reliability study. Teachers were directed to place the names of all children in the class, not just the prekindergarten and the comparison groups, on each of the five scales and to give each child a rating, comparing him or her to all the other children in the class. The scale was forced choice in that the teacher was required to indicate the lowest child by assigning him or her the lowest number, 1, and to indicate the highest child by assigning him or her the highest number, 8. Of the 80 teachers to whom this request was made, 78 completed the ratings and returned the scales to the Evaluation Project. Several further requests, some made even after the 1994-95 school year began, failed to elicit the scales, so that developmental ratings could not be obtained for a total of three children who were in the classrooms of these two teachers.

A questionnaire requesting information about the prekindergarten and comparison children was sent to each teacher. This questionnaire was to be returned during the last week of school after promotion and referral decisions had been made. The names of the children were listed for each teacher, and the teacher was asked to supply the following information for each listed child: date the child started attending the class, number of absences, description of any referrals for special services, and level of school child will attend next year. The questionnaire also included a section for comments. This information was returned for all children in the prekindergarten and comparison groups.

Analysis of the Family Information Form indicated that the parents of the prekindergarten and comparison children are very similar. Chi-squares were computed to compare the two groups on all variables. None of the chi-squares was significant, indicating no differences between the two groups on mothers' and fathers' educational and occupational levels, mothers' and fathers' employment status, adult configuration of the household, number of people living in the household, and number of the child's siblings. To compare the prekindergarten and comparison children on teachers' ratings of physical, self-help, social, academic, and communicative development at the end of the kindergarten year and to determine the effect of ethnicity and gender on the ratings, a 2 (group: prekindergarten, comparison) x 3 (ethnicity: African American, Caucasian, Hispanic) x 2 (gender) multivariate analysis of variance (MANOVA) was computed, with the five scales being the dependent variables. Although the multivariate $\underline{F}$ was not statistically significant, 2 of the univariate $\underline{F}$ tests which followed the MANOVA were significant. The significant tests were for teachers' ratings of physical development and teachers' ratings of academic development. Also, the prekindergarten group had higher scores than the comparison group in all five areas of development. By chance alone, each of the two groups should have had an equal probability of having a higher mean for a given scale. A nonparametric sign test determined that the probability of all 5 means favoring the prekindergarten group is less than .05

(p = .03). Thus, in terms of the number of higher means, there is a significant difference between the two groups, with the prekindergarten group having the higher number.

The most conservative interpretation of the MANOVA main effects is that there were no statistically significant differences in the magnitude of the scores between the prekindergarten and comparison groups, the African American, Caucasian, and Hispanic children, nor the boys and girls on the five developmental rating scales. The finding that the interactions between group, ethnicity, and gender were not significant indicates that Prekindergarten did not affect boys and girls or the ethnic groups differently.

Very high correlations among the developmental scale scores led to the notion that one score is representative of all the scores. A factor analysis was computed for the five scores, and a single factor explained from 81% to 91% of the variance on the five scales. The difference between the prekindergarten and the comparison group on this factor, which was named Development, approached significance, $p < .10$, with the prekindergarten group having the higher Development score.

The prekindergarten and comparison children were compared on absences at the end of the kindergarten year by means of a one-way ANOVA. The F was significant, indicating that the prekindergarten children had fewer absences than the comparison children. The two groups were also compared on the number of referrals for special services at the end of the kindergarten year. The number of children who were referred were equal for the two groups, with about one-fourth of each group being referred for some kind of service. A few children in both groups had multiple referrals.

The prekindergarten and the comparison children were compared on promotion to the first grade at the end of the kindergarten year. A higher percentage of the comparison (17%) than the prekindergarten (5%) children failed to be promoted to first grade. The difference was statistically significant.

The relationships among teacher ratings of the five areas of development, kindergarten absences, referrals for special services, and promotion decisions for the prekindergarten and the comparison groups were examined by correlating every variable with all other variables. The correlations were essentially identical for both groups. All variables are significantly correlated. The high correlations among the developmental rating scores indicate that teachers perceive a great deal of continuity in the different types of development within a child. Significant negative correlations between absences and both the developmental scores and promotion decisions indicates that school attendance is very important to both prekindergarten and comparison children's success.

The Evaluation made an effort to determine which factors in the Prekindergarten affect performance in kindergarten. Because kindergarten absences have been shown to be so important to developmental ratings, promotion, and referral, it was hypothesized that Prekindergarten absences also would be related to these variables. A correlation was computed between Prekindergarten absences and each of the kindergarten variables for the children who had been in classroom-based Prekindergarten Programs. (Children in home-based programs could not have absences from Prekindergarten classes). The only significant correlation was between absences in Prekindergarten and absences in kindergarten. However, this is an important finding which indicates that children who have large numbers of Prekindergarten absences are also likely to have frequent kindergarten absences, and kindergarten absences are related to the other performance variables. This suggests that the Prekindergarten Program, as well a kindergarten classes serving these children, should make special efforts to promote attendance.

In an effort to determine whether parent involvement in Prekindergarten affects performance in kindergarten, eight regression analyses were computed. In each of the regression analyses the independent variables were: number of times parents attended parent education meetings, number of times parents volunteered to help in the classroom, number of times parents had conferences with teachers, and number of times parents had informal contacts with teachers. The dependent variables in the regression analyses were: developmental ratings in the five areas, absences, promotion, and referrals. All multiple correlation coefficients were low and nonsignificant, indicating that kindergarten performance cannot be predicted from the parent involvement measures in Prekindergarten. However, it must be pointed out that, during that first year of operation, some of the Prekindergarten Programs were unable to keep accurate records of parent involvement. The 1994 records are likely to be more accurate, so that reliable data are expected when these analyses are repeated next year for the new group of kindergartners.

To determine whether prekindergarten children from classroom-based programs differed from prekindergarten children from home-based programs the two groups were compared on the developmental rating scores, absences, promotions, and referrals. None of the analyses yielded significant results, indicating that classroom-based and home-based children did not differ on these two variables.

REMARKS

Information collected on the kindergarten children and parents in 1994 should be considered preliminary. One reason is that this group of participants was enrolled in Prekindergarten for less than a full school year, since programs became operational at different times. Also, because the Evaluation did not begin until January of that school year, there was an effort to collect as much data as possible within a very short period, with little time to hone and refine data collection procedures in the way that was accomplished later. During that first year, a relatively small sample of 135 children and families from only seven programs was selected for study. With attrition over the two years, the final number remaining in this group through the end of kindergarten was 111.

The 1995 year will begin a much more definitive evaluation of long-term effects of the Prekindergarten Program. In 1995 former Prekindergarten children will be from Prekindergarten programs that began early in the 1994 school year. These programs were better prepared, for their personnel had had more training, experience, and/or time for refining their intervention strategies. Also, in 1994 the major Evaluation effort was applied to collecting reliable data on a large sample of families and children. That Evaluation sample began with 317 Prekindergarten children from 18 programs. This enlarged sample size will increase the reliability of the 1995 kindergarten data.

Section 4

Appendices

APPENDIX A

◆ 1994 PREKINDERGARTEN PROGRAM GUIDELINES

GEORGIA DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES

Georgia's Pre-Kindergarten Program

FY '94 Program Guidelines

The Division of Student Support of the Georgia Department of Education shall administer the following procedures to ensure effective implementation of the Georgia's Pre-Kindergarten Program. The focus of the program shall be four-year-old children within the family.

I. LINKAGES

A local coordinating council shall be formed among the agencies that will be coordinating/providing services to four-year-old children and their families. This council shall share responsibility in: (1) the development of the program application; (2) the establishment of collaborations to provide all available services to the children and their families; (3) the ongoing involvement of community agencies to assure access and availability of needed services and (4) the ongoing evaluation and development of the program. The coordinating council shall be composed of at least one parent of a child enrolled, or intending to enroll, in the program and representatives from the local Department of Family and Children Services, local health department, the local board of education, and Head Start (where existing). In addition, entities are encouraged to include other public and private agencies on their coordinating council. Each agency shall be limited to one representative on the council. An established coordinating council that includes the representatives listed above may serve as the coordinating council required by this program.

Collaboration shall occur across agencies serving children and their families. As part of their duties, project personnel shall operate as ombudsmen for the children and families by identifying community services offered by community agencies and volunteer organizations and by facilitating access to those services that are needed.

II. COMMUNITY DESCRIPTION

Grants/contracts will be awarded only to an entity whose community has an identified population of eligible families. The application shall include evidence of the presence of children who are not being served by existing preschool programs, the percentage of families in the community below the poverty level and other factors which demonstrate community need for a program. It is not the intent of this program to be in competition with Head Start or any other preschool or childcare provider.

III. FINANCES

A. FUNDING

Grants or contracts will be awarded to entities through a competitive process. The cost effectiveness of the proposed program will be considered during the review process. Monies are intended to supplement rather than to supplant existing community funding sources. Entities eligible to apply for funding include school systems, other public\private non-profit agencies, and private for-profit providers.

B. LOCAL CONTRIBUTION

The total budget for each program shall consist of 80 percent state funds and 20 percent local funds. In addition to direct local funding (cash match), the local contribution may be in the form of appropriate in-kind services. Such services may include, but are not limited to, space, staff, new or used equipment, copying services, office supplies, food for the program, vehicle usage, telephone equipment and use, donated professional services, and food for program families. The local effort is for program evaluation only and does not require a financial audit. This information will be collected by the Early Childhood Unit in order to evaluate the total cost of the program.

C. BUDGET

The application shall include a detailed budget delineating funds requested in the areas of child services, family services, staff development, transportation for field trips, and support services. In addition, the applying entity shall provide a statement identifying all other financial and in-kind support that will be used in conjunction with this grant. Entities receiving grants/contracts from the Georgia Department of Education shall maintain accounting records that contain information pertaining to the grant/contract and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income. The accounting records shall be supported by proper source documentation.

Expenditure records shall also identify the 20 percent local match. The in-kind support must not have been used to match any other grant the entity may receive, and the in-kind funding must be from an allowable source.

D. REQUIREMENTS

> Entities shall establish separate accounting procedures and be subject to an annual audit.
> Grant/contracts funds shall not be used for capital outlay, daily transportation of children, local salary supplements or administrative costs.

IV. CHILD SELECTION

Children eligible to be served shall be limited to those who are:

A. Four (4) years of age on or before September 1 of the school year and *either*

B. Participants in or income eligible for one of the following:

1. Medicaid
2. AFDC\Food Stamps

BEST COPY AVAILABLE

3. Women, Infants,and Children (WIC)
4. Child Nutrition Programs
5. Subsidized federal housing

or

C. Referred by an agency serving children and their families other than the applying entity. Such agencies include, but are not limited to, United Way, Health Department, Migrant Program, Homeless Shelters, Salvation Army, or local Department of Family and Children Services.

V. PROGRAM DESCRIPTION

A. PHILOSOPHY, MISSION, AND GOALS – Each community shall develop a program to meet its unique needs. The foundation of each program's philosophy, mission, and goals shall be built on developmentally appropriate practices for four-year-old children and coordination of services to the family. The focus shall be on the child in the family.

B. PROGRAM ELEMENTS – All programs shall include direct services through a variety of options to meet the needs of children and their families. Examples of such options include, but are not limited to, delivery of services Saturdays, evenings, and/or year-round. All programs shall contain the following elements:

1. Curriculum

a. Guiding Principles

The program shall be organized around a developmentally appropriate curriculum and shall be submitted to and approved by the Georgia Department of Education prior to implementation. No part of the program's curriculum funded by this grant/contract shall be religious in nature. The curriculum shall not be a "junior version" of a grade school program, but shall be designed specifically to meet the needs of children four years of age. All programs shall be based on the following assumptions adopted by the National Association for the Education of Young Children (NAEYC):

(1) Children learn best when their physical needs are met and they feel psychologically safe and secure.

(2) Children learn through active involvement with people and materials.

(3) Children learn through social interaction with adults and other children.

(4) Children's learning reflects a recurring cycle that begins in awareness, moves to exploration, to inquiry, and, finally, to utilization.

(5) Children learn through play.

(6) Children's interests and "need to know" motivate learning.

(7) Human development and learning are characterized by individual variation.

b. Delivery

The entity and coordinating council will decide the most appropriate way to deliver services to meet the needs of identified four-year-old children and their families. Listed below are several program options.

(1) **Combination**

Services are delivered that incorporate features of some or all of the following models.

(2) **Home-based Delivery**

Services are delivered to children in the home by project personnel. *The total number served should not exceed twelve (12) families per staff member, not including non-service delivery staff.*

(3) **Community-based Delivery**

Services are delivered in a community setting such as a community center, public facility, day-care home, van, or bus. The service provider travels to the children in this model.

(4) **Center-based Delivery**

Services are provided by program staff in a facility that meets health and safety regulations from the Department of Human Resources. *Each classroom shall not exceed twenty (20) children and shall have two adults.* Consideration should be given to the coordination of services which address the child care needs of working parents.

(5) **Other**

2. **Coordination of Support**

The Pre-Kindergarten program shall have access to all available community resources that support services children and their families. The Coordinating Council shall meet and plan on a regularly scheduled basis to assure this availability. Entities receiving grants/contracts also shall employ a Family Services Coordinator to provide targeted case management for the participating families and to facilitate the integration of needed services. Services to be provided include, but are not limited to the following.

a. All participating children shall receive a health and developmental (nonacademic) screening such as the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT). Services shall be coordinated to meet needs identified through the screening process. Health-related services, including the EPSDT screening and immunizations, should be provided to children at the program site or in a neighborhood facility.

b. Children identified through the screening process and/or observation with evidence of delay or potential disabilities shall be referred to the local public school Special Education director.

c. If eligible, all programs shall participate in the Child and Adult Care Food Program.

d. Home visits and program services shall be arranged based on the needs/schedules of the families.

e. Adult family members shall be given the opportunity to participate in educational and/or job related programs such as Adult literacy, GED classes, PEACH, etc.

f. If needed, families shall have access to mental health, drug treatment, and crisis intervention programs.

g. Where existing, the Pre-Kindergarten Program shall coordinate with the Family Connections Initiative.

3. Parent Assistance

Training shall be provided to parents in their role as the most important facilitators of their child's development. A plan shall be developed by the Coordinating Council and the Family Services Coordinator to integrate training opportunities currently being offered for parents by community agencies and to identify additional needed training.

4. Staff Development

Program staff and the Coordinating Council shall participate in intensive initial and ongoing staff development as designated by the Georgia Department of Education.

C. PROGRAM EVALUATION – An assessment shall be ongoing in all facets of the program. Most assessment shall focus on the evaluation of program effectiveness. Entities shall conduct ongoing measurement of the progress of the children and their families through the use of qualitative measures such as anecdotal records, interviews,and portfolios. The use of standardized tests may not be the most appropriate method of assessment for the young child. Program participants must agree to utilize the evaluation design and/or instruments prescribed by the Georgia Department of Education.

VI. PERSONNEL

A. REQUIREMENTS

The mission and goals of the program will determine the most appropriate staff. All project personnel shall meet the following minimum requirements:

- Be at least 21 years of age
- Possess a high school diploma or GED equivalent
- Have experience working with children younger than five years of age
- Possess proficient communication skills in the children's home language.

B. EARLY EDUCATION PROVIDERS

1. QUALIFICATIONS

In selecting the personnel which will have the responsibility for planning and presenting a high-quality, developmentally appropriate program, entities should seek individuals with knowledge of:

-child development
-developmentally appropriate instructional practices
-family dynamics and family needs
-human diversity

A certified teacher is not a program requirement.

2. OPTIONS

a. **Child and family development specialist** – individual who has received professional level training specific to child development and the child in the family.

b. **Credentialed Teacher** – Specially trained individual who holds a Child Development Associate (CDA) Credential or who has completed an equivalent program in child development and/or preschool curriculum.

c. **Paraprofessional** – individual who has had prior experience in working with children younger than five and who will work under the direct supervision of another caregiver. Paraprofessionals may also be CDA credentialed.

d. **Certified teacher** – a certified teacher who has received special training in the developmental characteristics of and appropriate instruction for children younger than five years of age.

e. **Other related fields** – individuals other than those listed above with training and/or experience appropriate to the mission and goals of a particular local program.

C. FAMILY SERVICES COORDINATOR

It is the responsibility of the Family Services Coordinator to address the well-being of the pre-kindergarten children in the fullest sense. To this end, he/she shall serve as a multiple-service broker for the children and their families, sharing the responsibility for the provision of services through multiple partnerships with public and private agencies. Therefore, the person selected must have knowledge of the resources available in the community and a broad background extending across many areas.

1. QUALIFICATIONS

In selecting personnel, entities should seek individuals with knowledge of:

- child development
- family dynamics and family needs
- human diversity
- community agencies and resources
- culture(s) of the families being served

2. OPTIONS

a. Social Worker/Case Manager – individual who has received professional level training specific to assisting families.

b. Counselor – individual who has received professional level training specific to counseling children and families.

c. Community Leader – Individual within the community that works well with families and has experience working with community agencies.

d. Mental Health Worker – Specially trained individual who has had prior experience working with families.

e. Psychologist – Specially trained individual who has had professional experience working in family therapy.

f. Health Care Worker – Individual who has professional level training/prior experience related to family healthcare.

The working hours of the staff shall be defined by the needs of the families being served; therefore, flexible staff schedules may be necessary.

VII. ASSURANCES

If awarded a Pre-Kindergarten Grant\Contract, the Coordinating Council agrees to the following:

A. Establishment and maintenance of collaborative efforts with other agencies to assist the child and family.

B. Compliance with program guidelines.

C. Compliance with appropriate accounting procedures as established by the Georgia Department of Education and the laws regarding financial disclosures and audits.

D. Compliance with nondiscriminatory procedures.

E. Compliance with the Georgia Department of Education drug-free work place policy.

F. Compliance with the Georgia Department of Human Resources facility licensing requirements if the program is center based. Local school systems are exempt from this requirement.

G. Agreement to serve as a program visitation site.

H. Participation in training and staff development designated by the Georgia Department of Education and that designed by the operating entity.

I. Compliance with the following federal acts: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Georgia Department of Education
Office of Instructional Services

Georgia Pre-Kindergarten Program FY '94 Program Application

Entity Initiating Application: ______________________________

Contact Person: ______________________ Telephone Number: ______________________

PO Box/Street: ______________________ City: ______________________ Zip: ______________

Geographic Area: _____North _____Central _____Southeast _____Southwest

Community Type: _____Urban _____Rural _____Suburban

1. COMMUNITY DESCRIPTION AND LINKAGES\FAMILY SERVICES COORDINATION Briefly describe the characteristics of the community to be served. Include any factors or statistics (cite sources) that indicate the presence of children and families as described in the guidelines that are not currently being served by a preschool or Head Start program. Include a description of the family support services to be provided.

2. **PROGRAM DESCRIPTION** Describe how the program will be designed to ensure a developmentally appropriate experience for the children.

. . . .

3. **BUDGET** Complete the detailed budget page to delineate the funds being requested and attach to this application. Attach a second budget page which delineates all other financial and in-kind support that will be considered as the local contribution for this grant.

4. **ADDITIONAL INFORMATION AND COORDINATING COUNCIL SIGNATURES** Complete the tables to provide summary information about your proposal and attach to this application. Include the completed Coordinating Council Signature page. All private non-profit and for-profit agencies must submit along with this application a copy of the following appropriate forms: (1)Articles of Incorporation; (2)Tax Payer Identification Number (TIN); (3)Employer Identification Number (EIN); and (4) business license.

. . . .

Applications are limited to this application form, the budget page, the additional information and coordinating council signature page. No FAX copies will be accepted. No application will be reviewed or rated that does not include all required parts listed above.

Date submitted:________________ Received by:__________________ Date:________________

GEORGIA DEPARTMENT OF EDUCATION PRE-KINDERGARTEN PROGRAM ASSURANCE SIGNATURE PAGE

The ______________________________ pre-kindergarten coordinating
(print or type name of applying entity)
council agrees to abide by the program assurances contained in this document and has indicated intended compliance through the signatures of the council's members listed below.

Typed Name	Signature (Parent Representative)	Date
Typed Name	Signature (Parent Representative)	Date
Typed Name	Signature (Local DFACS Director)	Date
Typed Name	Signature (Local Health Dept. Director)	Date
Typed Name	Signature (Local Head Start Director)	Date
Typed Name	Signature (School System Superintendent)	Date
Typed Name	Signature (Community Agency Rep.)	Date
Typed Name	Signature (Pre-K Project Director)	Date
Typed Name	Signature (Optional Representative)	Date
Typed Name	Signature (Optional Representative)	Date
Typed Name	Signature (Optional Representative)	Date

PRE-KINDERGATEN PROGRAM SUMMARY TABLES

	PLEASE FILL IN THE FOLLOWING INFORMATION:	
1	Number of children and families to be served	
2	Number of different sites (separate locations/buildings)	
3	Number of classes	
4	Number of certified teachers	
5	Number of CDA teachers	
6	Number of teacher assistants	
7	Number of family service coordinators	
8	Number of hours of service for children: ______a.m. to ______p.m.	
9	Number of days of service for children and families	
10	Anticipated start date	
11	Number of additional children receiving extended day service (not counted in # 1)	
12	Number of additional children receiving summer service (not counted in # 1)	

PLEASE CHECK THE BOXES THAT APPLY:	
CURRICULUM:	
High/Scope	
Creative Curriculum	
Montessori	
Bank Street	
Locally developed (must be submitted with application for approval)	
TYPE OF SERVICE:	
Home-based	
Community-based	
Center-based	
Other (please provide explanation in the space below)	

ENTITY NAME:______________________________

Georgia's Pre-Kindergarten Program Budget FY '94

			REQUESTED BUDGET	LOCAL CONTRIBUTION
INSTRUCTIONAL				
1000	110	SALARY: TEACHER		
	140	SALARY: TEACHER ASSISTANT		
	200	BENEFITS		
	300	PURCHASE PROFESSIONAL &TECHNICAL SERVICE		
	580	EMPLOYEE TRAVEL		
	595	OTHER PURCHASED SERVICES		
	610	MATERIALS		
	615	EXPENDABLE EQUIPMENT		
	642	BOOKS & PERIODICALS (NON-TEXT)		
	730	EQUIPMENT		
	890	OTHER		
		1000 SUB-TOTAL		
FAMILY SERVICE				
2100	190	SALARY: FAMILY SERVICE COORDINATOR		
	200	BENEFITS		
	580	TRAVEL		
	610	SUPPLIES		
	642	BOOKS & PERIODICALS		
	890	OTHER		
		2100 SUB-TOTAL		
STAFF SUPPORT				
2210	190	SALARY: STAFF SUPPORT		
	200	BENEFITS		
	300	PURCHASED PROFESSIONAL & TECHNICAL SERVICE		
	580	TRAVEL		
	595	OTHER PURCHASED SERVICE		
	610	SUPPLIES		
	615	EXPENDABLE EQUIPMENT		
	642	BOOKS & PERIODICALS		
	810	DUES/FEES		
	890	OTHER		
		2210 SUB-TOTAL		
OTHER SUPPORT				
2600	610	SUPPLIES		
	620	ENERGY (SUM.)		
2700	180	SALARY (SUM.)		
	190	SALARY: FIELD TRIPS, BUS DRIVERS		
	200	BENEFITS		
	520	INSURANCE		
	620	ENERGY (GASOLINE)		
2900	190	SALARY		
	200	BENEFITS		
	595	OTHER		
3100	630	FOOD PUR. (SUM.)		
		SUB-TOTAL		
TOTAL				

APPENDIX B

◆ PREKINDERGARTEN DATA COLLECTION FORMS

FORM A

Georgia Prekindergarten Evaluation Project

INFORMATION SHEET

Grantee Name ____________________

Grantee Address ____________________
Street and Number of Building County City Zip Code

Phone (   ) ______-______ Fax (   ) ______-______

Program Director ____________________

Program Director's Additional Title, if any ____________________

Day to Day Contact (if other than program director)

Name ____________________

Job Title/Position ____________________

Phone (   ) ______-______ Fax (   ) ______, ______-______

Address ____________________

____

____

How many persons in your program perform family services work? ______

How many classroom teachers (including paraprofessionals) are in your program? ______

How many home based educators are in your program? ______

Do you intend to add any other family services workers, classroom teachers or home based educators to your program? If yes, please explain: Yes No

Please indicate your program's start up date ____________________

Please indicate the total number of school days from your program's start up date to 6/1/94 ______

Please list all children in each of your center-based and/or home-based programs (some children are in two programs) on the attached roster sheets.

Please attach a list of the names, addresses, and agency affiliation of your Coordinating Council members. If your Council has a chairperson, please identify that individual.

Please attach a list of names and titles of the prekindergarten staff.

Grantee ______________________________
Teacher ______________________________
Location of Classroom ______________________________
Form Completed By ______________________________

FORM B

Georgia Prekindergarten Evaluation Project

ROSTER

CHILD'S NAME	SEX	ETHNICITY	SPECIAL CHARACTERISTICS*

* Please indicate any special characteristics the child might have such as placement in foster care, age variance, disabilities, giftedness, or any other exceptionalities that make this child different from other PreK children. This information will help us in choosing our sample.

Grantee____________________________________
Home Based Educator______________________________
Location of Home Based Program Office____________________
Form Completed By_______________________________

FORM C

Georgia Prekindergarten Evaluation Project

ROSTER

CHILD'S NAME	SEX	ETHNICITY	SPECIAL CHARACTERISTICS*

* Please indicate any special characteristics the child might have such as placement in foster care, age variance, disabilities, giftedness, or any other exceptionalities that make this child different from other PreK children. This information will help us in choosing our sample.

Grantee ______________________________
Form Completed By ______________________________

FORM D

Georgia Prekindergarten Evaluation Project

DEVELOPMENTAL ASSESSMENT SURVEY

Does your program do a formal developmental assessment of the children? ____YES ____NO

If yes, what instrument are you using? ______________________________

When will you administer this instrument? ______________________________

For what purpose do you do a developmental assessment? ______________________________

____

____

____

Comments: ______________________________

____

____

____

GEORGIA PREKINDERGARTEN EVALUATION PROJECT
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Grantee ______________________________
(Evaluation Project Use Only) Staff ID# ____________________

FORM E

Georgia Prekindergarten Evaluation Project

STAFF QUESTIONNAIRE

NAME ______________________________

TITLE ______________________________

ETHNICITY ______________________________

GENDER ______________________________

EXPERIENCE RELATED TO WORKING WITH YOUNG CHILDREN

JOB TITLE	DATE BEGAN	DATE ENDED	DESCRIPTION OF EXPERIENCE

PREVIOUS JOBS (NOT RELATED TO YOUNG CHILDREN)

JOB TITLE	DATE BEGAN	DATE ENDED

PLEASE SEE THE BACK OF THIS FORM

LIST BELOW ANY PROFESSIONAL TRAINING THAT YOU HAVE TAKEN ON YOUR OWN

TYPE OF TRAINING	TRAINING PROVIDER	LENGTH OF TRAINING	DATES OF TRAINING

EDUCATION

EDUCATION	DATE BEGAN	DATE ENDED	DEGREE OR CERTIFICATION
High School			
Technical School			
College			
Graduate or professional school			

Due Date: December 1, 1993

Grantee ____________________________

Form Completed By ____________________________

FORM F

Georgia Prekindergarten Evaluation Project

QUESTIONNAIRE FOR FAMILY SERVICES WORKERS

THIS FORM SHOULD BE COMPLETED BY EACH PERSON WHO DOES FAMILY SERVICE WORK.

I. ADMINISTRATION

1. What is your title? ____________________________

2. Who is your immediate supervisor?
Name: ____________________
Title: ____________________

3. Who hires the person who fills your position?
Name: ____________________
Title: ____________________

II. FUNCTIONS

1. What are the two most important overall goals of your family services program this year?
1)

2)

2. Do you develop a family services plan for each family? (Circle one)	YES	NO
3. Do you have a resource file which includes all the service agencies in your community? (Circle one)	YES	NO

4. How often do you and the teachers meet? ____________

5. How often do you make family contacts? ____________

6. What is your case load? ____________

7. What percentage of your time is spent with the prekindergarten families?
________ If less than 100%, please explain:

8. Does your program do a formal needs assessment for each family? (Circle one)	YES	NO
9. Do you have a system for recording your contacts with families? (Circle one)	YES	NO
10. Do you have a system for tracking referrals? (Circle one)	YES	NO
11. Do you have a system for following up referrals? (Circle one)	YES	NO
12. Coordinators only: Does your program have a system for monitoring delivery of family services? (Circle one)	YES	NO

PLEASE ATTACH A COPY OF YOUR JOB DESCRIPTION AND ANY FORMS THAT YOU USE.

FORM G

INSTRUCTIONS FOR QUESTIONNAIRE FOR COORDINATING COUNCIL CHAIR

Please respond to the items on the attached Questionnaire for Coordinating Council Chairs based on your experience from July 1, 1993 through April 29, 1994. For lettered questions A through F, supply short written answers. For lettered questions G, H, and I, circle YES or NO and make comments if you wish. For the remainder of the questions (numbered), please give your opinion by using the rating scale from one to five which appears at the end of each question. On this scale, circle **one** if you **strongly disagree** and circle **five** if you **strongly agree** with the item. Use numbers **two, three,** and **four,** to express other gradations of your disagreement or agreement with each item. Please make any additional comments that you think would be helpful.

This questionnaire is an important part of the statewide Prekindergarten program evaluation. We very much appreciate your time and effort. Please complete and mail this questionnaire in the enclosed postage paid envelope to, the Prekindergarten Evaluation Project Office, Department of Early Childhood Education, Atlanta, GA 30303, so that we will receive it by May 6, 1994.

FORM G

GRANTEE____________________

QUESTIONNAIRE FOR COORDINATING COUNCIL CHAIRS

I. PLEASE ANSWER THE FOLLOWING QUESTIONS.

A. Describe any actions of your Coordinating Council that have exemplified collaboration among your Coordinating Council members since July 1, 1993.

B. Describe any actions of particular agencies in your community that have facilitated the operation of the Prekindergarten Program since July 1, 1993.

C. Describe any barriers to collaboration that your Coordinating Council has experienced since July 1, 1993.

D. Describe any actions of particular agencies in your community that have delayed or hindered the operation of the Prekindergarten Program since July 1, 1993.

GEORGIA PREKINDERGARTEN EVALUATION PROJECT\94
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E. What is the average attendance at Coordinating Council meetings?

F. List the dates of the Coordinating Council meetings from July 1, 1993 to June 30, 1994.

G. Is there a written mission statement and/or list of goals and objectives for the Coordinating Council? (If so, please include a copy.)

YES NO

H. Is there a written agreement between the Coordinating Council and each of the agencies represented concerning the agency's participation?

YES NO

I. Does the Coordinating Council have a mutually agreed upon budget?

YES NO

(FOR SECOND YEAR GRANTEES ONLY)

J. Have there been any been any changes from last year in the **GOALS** of your Coordinating Council?

YES __ NO __ If so, describe the changes.

K. Have there been any changes from last year in the **MEMBERSHIP COMPOSITION (For example, agency representation)** of your Coordinating Council?

YES __ NO __ If so, describe the changes.

L. Have there been any changes from last year in the **EFFECTIVENESS** of your Coordinating Council?

YES __ NO __ If so, describe the changes.

M. Have there been any changes from last year in the **NUMBER OF MEMBERS** of your Coordinating Council?

YES __ NO __ If so, describe the changes.

FORM G

II. FROM YOUR PERSPECTIVE AS CHAIR OF THE COORDINATING COUNCIL, PLEASE CONSIDER EACH OF THE FOLLOWING STATEMENTS AND INDICATE THE DEGREE TO WHICH YOU AGREE/DISAGREE THAT IT DESCRIBES YOUR COORDINATING COUNCIL. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR OPINION.

	STRONGLY DISAGREE			STRONGLY AGREE	
1. There is an undesirable duplication of services among agencies.	1	2	3	4	5
2. Once an issue is brought before the Coordinating Council, a decision is made quickly.	1	2	3	4	5
3. Once a decision is made, it is implemented quickly.	1	2	3	4	5
4. Agencies in the Coordinating Council discharge their responsibilities in a timely manner.	1	2	3	4	5
5. I feel the other members and I make a "team".	1	2	3	4	5
6. When a problem arises, the members work on it agreeably.	1	2	3	4	5
7. When a problem arises, the Coordinating Council handles it effectively.	1	2	3	4	5
8. Agencies represented on the Coordinating Council work together effectively outside the meetings.	1	2	3	4	5
9. The members of the Coordinating Council are committed to working collaboratively.	1	2	3	4	5

	STRONGLY DISAGREE			STRONGLY AGREE	
10. All members of the Coordinating Council have an adequate opportunity to participate in the meetings.	1	2	3	4	5
11. The Coordinating Council primarily serves as a policy making body.	1	2	3	4	5
12. The Coordinating Council primarily deals with individual case management.	1	2	3	4	5
13. The Coordinating Council primarily serves as an advisory group.	1	2	3	4	5
14. The Coordinating Council primarily serves as a way for the PreK program to influence the community agencies.	1	2	3	4	5
15. An effective system exists to enable any member to bring a policy issue before the Coordinating Council.	1	2	3	4	5
16. Parents and PreK staff are able to get issues before the Coordinating Council.	1	2	3	4	5
17. Differences of opinion on policy issues can be discussed easily in Coordinating Council meetings.	1	2	3	4	5
18. An effective system exists to permit members to get a case management issue before the Coordinating Council.	1	2	3	4	5
19. Parents and PreK staff are able to get a case management issue before the Coordinating Council.	1	2	3	4	5
20. Differences of opinion on case management issues can be discussed freely when the issue is appropriate for open discussion.	1	2	3	4	5

	STRONGLY DISAGREE			STRONGLY AGREE	
21. I have been released from other responsibilities in order to participate in the Coordinating Council meetings.	1	2	3	4	5
22. I have authorization to commit my agency's resources if a decision is needed quickly.	1	2	3	4	5
23. The Coordinating Council meets in a place that is generally convenient to all members.	1	2	3	4	5
24. The Coordinating Council members are informed of every meeting of the Coordinating Council well in advance.	1	2	3	4	5
25. The Coordinating Council members know each other on a first name basis.	1	2	3	4	5
26. Coordinating Council members enjoy being a part of the Coordinating Council.	1	2	3	4	5
27. I enjoy being a part of the Coordinating Council.	1	2	3	4	5
28. The mission of each agency represented in the Coordinating Council is familiar to all the Coordinating Council members.	1	2	3	4	5
29. I support the mission of the Coordinating Council.	1	2	3	4	5
30. The Coordinating Council members support the mission of the Coordinating Council.	1	2	3	4	5

FORM G

	STRONGLY DISAGREE			STRONGLY AGREE	
31. Coordinating Council members generally have the authorization to commit their agency resources if a decision is needed quickly.	1	2	3	4	5
32. Agencies represented on the Coordinating Council make information about families available when needed.	1	2	3	4	5
33. Agencies represented on the Coordinating Council are willing to share all the information they have regarding a policy.	1	2	3	4	5
34. The agencies represented on the Coordinating Council will risk "bending the rules" to help children and families.	1	2	3	4	5
35. The agencies represented on the Coordinating Council are committed to modifying their procedures in order to work with others to give the best services to children and families.	1	2	3	4	5
36. The Coordinating Council members understand the procedures and policies of the Coordinating Council.	1	2	3	4	5
37. I have effective group processing skills.	1	2	3	4	5
38. Agencies represented on the Coordinating Council discharge their responsibilities without constant reminders.	1	2	3	4	5

DUE DATE: MAY 6, 1994

FORM H

INSTRUCTIONS FOR QUESTIONNAIRE FOR COORDINATING COUNCIL MEMBERS

Please respond to the items on the attached Questionnaire for Coordinating Council Members based on your experience from July 1, 1993 through April 29, 1994. For the lettered questions please supply short written answers. For the numbered questions, please give your opinion by using the rating scale from one to five which appears at the end of each question. On this scale, circle **one** if you **strongly disagree** and circle **five** if you **strongly agree** with the item. Use numbers **two, three,** and **four,** to express other gradations of your disagreement or agreement with each item. Please make any additional comments that you think would be helpful. Please respond to this questionnaire anonymously.

This questionnaire is an important part of the statewide Prekindergarten program evaluation. We very much appreciate your time and effort. Please complete and mail this questionnaire in the enclosed postage paid envelope to, the Prekindergarten Evaluation Project Office, Department of Early Childhood Education, Atlanta, GA 30303, so that we will receive it by May 6, 1994.

FORM H

GRANTEE________________________

QUESTIONNAIRE FOR COORDINATING COUNCIL MEMBERS

I. PLEASE PROVIDE A SHORT ANSWER TO EACH QUESTION BELOW.

A. Describe any actions that have exemplified effective collaboration among your Coordinating Council members since July 1, 1993.

B. Describe any actions of particular agencies in your community that have facilitated the operation of the Prekindergarten Program since July 1, 1993.

C. Describe any barriers to collaboration that your Coordinating Council has experienced since July 1, 1993.

D. Describe any actions of particular agencies in your community that have delayed or hindered the operation of the Prekindergarten Program since July 1, 1993.

E. I have been a member of this Coordinating Council for ________ months.

F. I have attended _________ meetings.

G. I travel ___________ miles (one way) to attend the Coordinating Council meetings.

(FOR SECOND YEAR GRANTEES ONLY)

H. Have there been any changes from last year in the **GOALS** of your Coordinating Council?

YES ___ NO ___ If so, describe the changes.

I. Have there been any changes from last year in the **MEMBERSHIP COMPOSITION (for example, agency representation)** of your Coordinating Council?

YES ___ NO ___ If so, describe the changes.

J. Have there been any changes from last year in the **EFFECTIVENESS** of your Coordinating Council?

YES ___ NO ___ If so, describe the changes.

II. FROM YOUR PERSPECTIVE AS A MEMBER OF THE COORDINATING COUNCIL, PLEASE CONSIDER EACH OF THE FOLLOWING STATEMENTS AND INDICATE THE DEGREE TO WHICH YOU AGREE/DISAGREE THAT IT DESCRIBES YOUR COORDINATING COUNCIL. CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR OPINION.

	STRONGLY DISAGREE				STRONGLY AGREE
1. There is an undesirable duplication of services among agencies.	1	2	3	4	5
2. Once an issue is brought before the Coordinating Council, a decision is made quickly.	1	2	3	4	5
3. Once a decision is made, it is implemented quickly.	1	2	3	4	5
4. Agencies in the Coordinating Council discharge their responsibilities in a timely manner.	1	2	3	4	5
5. The other members and I make a "team".	1	2	3	4	5
6. When a problem arises,the members work on it agreeably.	1	2	3	4	5
7. When problems arise, the Coordinating Council handles them effectively.	1	2	3	4	5
8. Agencies represented on the Coordinating Council work together effectively outside the meeting.	1	2	3	4	5
9. The members of the Coordinating Council appear to be committed to working collaboratively.	1	2	3	4	5
10. All members of the Coordinating Council have an adequate opportunity to participate in the meetings.	1	2	3	4	5

	STRONGLY DISAGREE				STRONGLY AGREE
11. The Coordinating Council primarily serves as a policy making body.	1	2	3	4	5
12. The Coordinating Council primarily deals with individual case management.	1	2	3	4	5
13. The Coordinating Council primarily serves as an advisory group.	1	2	3	4	5
14. The Coordinating Council primarily serves as a way for the PreK program to influence the community agencies.	1	2	3	4	5
15. An effective system exists to enable any member to bring a policy issue before the Coordinating Council.	1	2	3	4	5
16. Parents and PreK staff are able to get issues before the Coordinating Council.	1	2	3	4	5
17. Differences of opinion on policy issues can be discussed easily in Coordinating Council meetings.	1	2	3	4	5
18. An effective system exists to permit members to get a case management issue before the Coordinating Council.	1	2	3	4	5
19. Parents and PreK staff are able to get a case management issue before the Coordinating Council.	1	2	3	4	5
20. Differences of opinion on case management issues can be discussed freely when the issue is appropriate for open discussion.	1	2	3	4	5

	STRONGLY DISAGREE				STRONGLY AGREE
21. I have been released from other responsibilities in order to participate in the Coordinating Council meetings.	1	2	3	4	5
22. I have authorization to commit my agency's resources if a decision is needed quickly.	1	2	3	4	5
23. The Coordinating Council meets in a place that is generally convenient for me.	1	2	3	4	5
24. I am informed of every meeting of the Coordinating Council well in advance.	1	2	3	4	5
25. I know all the other members of the Coordinating Council on a first name basis.	1	2	3	4	5
26. I feel others enjoy being part of the Coordinating Council.	1	2	3	4	5
27. I enjoy being part of the Coordinating Council.	1	2	3	4	5
28. I am familiar with the mission of each agency represented by the other members of the Coordinating Council.	1	2	3	4	5
29. I support the mission of the Coordinating Council.	1	2	3	4	5
30. My agency will commit the resources necessary to permit it to work effectively within the Coordinating Council.	1	2	3	4	5
31. When I ask for information from another agency, I get accurate information quickly.	1	2	3	4	5

	STRONGLY DISAGREE				STRONGLY AGREE
32. Information is easily shared among the agencies represented on the Coordinating Council.	1	2	3	4	5
33. The agency I represent will risk "bending the rules" to help children and families.	1	2	3	4	5
34. The agency I represent will modify its procedures in order to work with others to give the best services to children and families.	1	2	3	4	5
35. I understand the procedures and policies of the Coordinating Council.	1	2	3	4	5
36. I am an effective participant in the Coordinating Council.	1	2	3	4	5
37. There is a clear plan for follow-up once a policy or case management decision is made by the Coordinating Council.	1	2	3	4	5
38. All the other members understand my role on the Coordinating Council.	1	2	3	4	5
39. I feel comfortable contacting the other members of the Coordinating Council outside the meeting times.	1	2	3	4	5

DUE DATE: MAY 6, 1994

Grantee ______________________________
Form Completed By ______________________________
(Evaluation Project Use only) Sample Child's ID# __________

FORM I

Georgia Prekindergarten Evaluation Project

CHILD AND FAMILY INFORMATION

SAMPLE CHILD'S PERSONAL INFORMATION

PLEASE PRINT OR TYPE THE FOLLOWING INFORMATION
CHILD'S NAME:
PARENT'S NAME: ______________________________ OR GUARDIAN'S NAME: ______________________________
CHILD'S SOCIAL SECURITY NUMBER:
CHILD'S DATE OF BIRTH: (Month) (Day) (Year)

PLEASE CIRCLE THE FOLLOWING ANSWERS	
CHILD'S SEX	(1) Male (2) Female
CHILD'S ETHNICITY	(1) African American (2) Asian (3) Hispanic (4) Caucasian (5) Other________
CHILD'S PRIMARY LANGUAGE	(1) English (2) Spanish (3) Asian (4) Other ____________________

FAMILY COMPOSITION: PARENTS

PARENT	DATE OF BIRTH	CURRENTLY EMPLOYED?	DESCRIBE MOST RECENT TYPE OF JOB	LIVES WITH CHILD?	HIGHEST LEVEL OF EDUCATION
Mother (Provide **all** obtainable information)		(0) No (1) Yes		(0) No (1) Yes	(1) Did not grad H.S. (2) H.S. graduate (3) Technical Training (4) Some College (5) College graduate (6) Grad/Professional (7) No information
Father (Provide **all** obtainable information)		(0) No (1) Yes		(0) No (1) Yes	(1) Did not grad H.S. (2) H.S. graduate (3) Technical Training (4) Some College (5) College graduate (6) Grad/Professional (7) No information

PLEASE CONTINUE ON THE BACK OF THIS PAGE

FAMILY COMPOSITION: OTHER ADULTS (AGE 18 OR OLDER) IN THE HOME

RELATIONSHIP TO CHILD	CURRENTLY EMPLOYED	SOURCES OF INCOME OR ASSISTANCE CONTRIBUTED TO THE FAMILY BY THIS ADULT*
	(0) No (1) Yes	
	(0) No (1) Yes	
	(0) No (1) Yes	

* For example, wages, social security, AFDC, food stamps, etc.

FAMILY COMPOSITION: CHILDREN (AGE 18 OR YOUNGER) IN THE HOME

CHILD'S RELATIONSHIP TO THE SAMPLE CHILD (Please specify as brother, sister, cousin)	SEX	AGE

SAMPLE CHILD'S HOME INFORMATION

CIRCLE CONFIGURATION THAT BEST DESCRIBES CHILD'S HOUSEHOLD

(1) Single parent (2) Two parent (3) *Multi Adult
(4) Foster home (5) Other (specify)________________

*Includes any two or more adults living with the family other than the mother and father (i.e., mother and grandmother,etc).

SOURCES OF ASSISTANCE FAMILY RECEIVES

CIRCLE ALL SOURCES OF ASSISTANCE FAMILY RECEIVES

(1) AFDC (2) WIC (3) Food Stamps (4) Medicaid
(5) Utilities (6) Subsidized Housing (7) Disability
(8) Social Security (9) Other (specify) ________________

IF FAMILY WAS REFERRED TO THE PREKINDERGARTEN PROGRAM BY AN AGENCY, PLEASE NAME THE AGENCY ____

Grantee ______________ ___
Page # ______________
Form Completed By______________

FORM J

Georgia Prekindergarten Evaluation Project

CHRONIC CONDITION, CHRONIC MEDICATION, AND IMMUNIZATION RECORDS

SAMPLE CHILD'S NAME	IF CHILD HAS A CHRONIC CONDITION, PLEASE NAME IT.	IF THE CHILD IS ON ANY DAILY MEDICATIONS, PLEASE NAME THEM.	DATE OF MOST RECENT MMR BOOSTER	DATE OF MOST RECENT DTP BOOSTER

Grantee ____________________
Page # ____________________
Form Completed By ____________________

Georgia Prekindergarten Evaluation Project

FORM K

SAMPLE CHILDREN HEALTH INFORMATION

CHILD'S NAME	DATE OF EPSDT	WAS A PROBLEM FOUND?	IF YES, WHAT IS IT?	WAS CHILD REFERRED TO HEALTH PROVIDER?	IF YES, WHO REFERRED CHILD?	DID CHILD SEE HEALTH PROVIDER AFTER REFERRAL WAS MADE?	DESCRIBE ANY PLANS THE PROGRAM HAS FOR FOLLOW UP
		(0) No (1) Yes		(0) No (1) Yes		(0) No (1) Yes	
		(0) No (1) Yes		(0) No (1) Yes		(0) No (1) Yes	
		(0) No (1) Yes		(0) No (1) Yes		(0) No (1) Yes	
		(0) No (1) Yes		(0) No (1) Yes		(0) No (1) Yes	
		(0) No (1) Yes		(0) No (1) Yes		(0) No (1) Yes	

SEE THE BACK OF THIS PAGE FOR DIRECTIONS

Grantee ____________________________________
Form Completed By ________________________________

FORM L

Georgia Prekindergarten Evaluation Project

FAMILY SERVICES WORKER'S HOME VISITS AND PARENT CONTACTS

Collection Period 4

Please record the number of home visits by Family Services Workers and the number of contacts (i.e., office visits or phone calls) initiated by parents for each of the sample children listed below for the following period from: 4/1/94 through 5/31/94.

CHILD'S NAME	# OF HOME VISITS BY FAMILY SERVICES WORKER	# OF CONTACTS OUTSIDE OF THE HOME

Grantee ____________________
Form Completed By ____________________
Start up date ____________________

FORM M

Georgia Prekindergarten Evaluation Project

ATTENDANCE

Please record the number of absences for each of the sample children listed below for the following period: from the start up date to 11/30/93.

CHILD'S NAME	# OF ABSENCES

This form is due on 12/7/93 in the Prekindergarten Evaluation Project Office, Dept. of Early Childhood Education, Georgia State University, Atlanta, GA 30303.

Grantee ____________________
Form Completed By ____________________
Startup date ____________________ through 11/30/93

FORM N

Georgia Prekindergarten Evaluation Project

NUMBER OF PARENT EDUCATION MEETINGS ATTENDED

Please record the number of parent meetings attended for each of the sample children listed below for the following period from: Start up date to 11/30/93.

Total number of parent education meetings during this time period_________.

CHILD'S NAME	# OF PARENT EDUCATION MEETINGS ATTENDED

* This form is due on 12/7/93 in the Prekindergarten Evaluation Project Office, Department of Early Childhood Education, Georgia State University, Atlanta, Georgia, 30303.

Grantee____________________
Teacher____________________
Form Completed By ____________________
(Evaluation Project Use Only) Sample Child's ID #__________

FORM O

Georgia Prekindergarten Evaluation Project
PARENT INVOLVEMENT IN CLASSROOM ACTIVITIES RECORD
Collection Period 4

Child's Name______________________________

Please record the date each time this child's parents participate in any of the activities below for the following period: **4/1/94 through 5/31/94.**

INITIATED BY TEACHER (T) OR PARENT (P)†	TEACHER CONFERENCES	HELPING IN CLASSROOM	FIELD TRIPS	INFORMAL CONTACTS	CLASSROOM VISITS BY PARENT	HOME VISITS BY TEACHER	OTHER (IDENTIFY)

* This form is due on **6/7/94** in the Prekindergarten Evaluation Project Office, Department of Early Childhood Education, Atlanta, GA, 30303.

SEE THE BACK OF THIS PAGE FOR DIRECTIONS

Grantee ______________________________
Form Completed By ______________________
Sample Child's Name _____________________
Family Name ____________________________
(Evaluation Project Use Only) Child ID # __________
Record for the following period: **4/1/94 through 5/31/94**

Georgia Prekindergarten Evaluation Project

FORM P

SERVICE DELIVERY RECORD

Collection Period 4

SERVICE DELIVERY	PERSON REFERRED	SERVICE PROVIDER	DATE REFERRED	DATE SERVICES BEGAN	CHECK IF SELF INITIATED
Health					
Mental Health					
Nutrition (Food)					
Housing					
Utilities					
Clothing or Furnishings					
Education					
Job Training/ Employment Services					
Transportation					
Other (Describe)					

* This form is due on **6/7/94** in the Prekindergarten Evaluation Project Office, Department of Early Childhood Education, Georgia State University, Atlanta, Georgia, 30303.

SEE DIRECTIONS ON THE BACK OF THIS PAGE

Grantee ____________________

Form Completed By ____________________

FORM Q

CHILD ETHNICITY CHECKLIST

Please indicate the number of boys and girls in each ethnic group for your **total** prekindergarten population.

ETHNICITY	NUMBER OF BOYS	NUMBER OF GIRLS
AFRICAN AMERICAN		
ASIAN		
CAUCASIAN		
HISPANIC		
OTHER		

Total # of classrooms in your program: ____________________

GEORGIA PREKINDERGARTEN EVALUATION PROJECT\94
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Grantee ____________________
(Evaluation Project Use Only) Staff ID# ____________________

FORM R

Georgia Prekindergarten Evaluation Project

STAFF TRAINING RECORD

NAME ____________________

TITLE ____________________

TRAINING YOU ATTENDED WHICH WAS OFFERED TO PREKINDERGARTEN STAFF

TYPE OF TRAINING	TRAINING PROVIDER	DATES OF TRAINING	
		FROM	TO

FORM S

Georgia Prekindergarten Evaluation Project

OBSERVATION CHECKLIST FOR CLASSROOM LAYOUT

GRANTEE ______________________________

(NP = not present – check this column if condition does not exist; e.g. check 'NP' for item(s) if there are no storage areas at all; check 'no' if there are storage areas but they are not labeled clearly)

		YES	NO	NP
1.	Children have access to available materials	___	___	___
2.	Children have privacy if desired	___	___	___
3.	Centers have adequate space for several children	___	___	___
4.	Children can play in centers with a minimum of interference from others engaged in other activities	___	___	___
5.	Storage areas are clearly identified and labeled	___	___	___
6.	Similar activities (e.g. blocks, dramatic play) are close together so they can be combined	___	___	___
7.	Areas have adequate artificial lighting	___	___	___
8.	Room has some natural lighting	___	___	___
9.	Areas are near essential supplies (e.g. water, books)	___	___	___
10.	Multicultural pictures, dolls, and/or books are present	___	___	___
11.	Children's work is displayed at eye level	___	___	___
12.	Quiet and noisy areas are separated	___	___	___
13.	Areas to store, display children's work are convenient	___	___	___
14.	Emergency and other exits are clear of barriers	___	___	___
15.	Teachers' views of children are free of physical barriers	___	___	___
16.	Children can use most equipment/materials with a minimum of adult assistance	___	___	___
17.	Equipment/materials can be easily moved when necessary	___	___	___
18.	Teacher/caregiver supplies are out of children's reach	___	___	___
19.	Space is available for individual, small–group, and large group activities	___	___	___

Notes:

CHECK THE FOLLOWING AREAS THAT ARE PRESENT IN THE CLASSROOM:

CENTERS:

____ dramatic play (dress up)
____ art
____ manipulatives
____ puzzles
____ blocks
____ home living
____ reading/quiet area
____ listening (e.g. recorder with headphones)
____ science
____ writing
____ large group gathering area
____ computer
____ music (instruments, record player)

FACILITIES:

____ sink (separate from bathroom)
____ bathroom
____ fountain

Other: (list)

EQUIPMENT:

____ Child-size tables and chairs
____ audio
____ television
____ VCR
____ overhead projector
____ projection screen
____ filmstrip projector

Other: (list)

Note: ask if items are available, if not present in classroom

Is the room carpeted?
____ entirely ____ are rug(s) only ____ no

Dimensions of the room: ________________

Classroom is in a:
____ School building
____ Trailer (school-based)
____ Community center housing authority rec. room
____ Community center recreation dept. rec. room
____ Mobil unit (community-based)

Is the classroom on the ground floor? ____ yes ____ no

Ask teacher:
How satisfied are you with your classroom? (1-5)
Why?

How satisfied are you with the building you are in? (1-5)
Why?

Is there an outdoor play area? _______
If yes, check all of the following that apply:

____ appropriate equipment for 4-yr. olds
____ appears to be safe
____ fenced in
____ close to 4-year old classroom
____ variety of equipment
____ equipment is permanent

Overall impression of outdoor play area: _______
1 (unsatisfactory) - 5 (outstanding)

Notes:

Ask teacher: How satisfied are you with your outdoor play area? (1-5)
Why?

FORM T

TEACHER QUESTIONNAIRE

LEAD TEACHER'S NAME ______________________________

GRANTEE ______________________________

For questions 1 - 8, please circle the one response which best describes your situation. For questions 9 and 10, answer the questions as indicated. Note that each question is followed by a "comments" section to give you the opportunity to elaborate on any of the answers. For questions 11 - 15, give a narrative response. Your narratives will be used to add human interest to the evaluation report. Your responses will be confidential. Return the questionnaire directly to the Georgia Prekindergarten Evaluation Project office in the enclosed postage-paid envelope by April 27, 1994.

1. Which of the following best describes the curriculum you are using in your classroom?

   a. High/Scope only
   b. High/Scope and other resources
   c. Creative Curriculum and other resources
   d. a locally developed curriculum only
   e. a locally developed curriculum and other resources

COMMENTS:

2. Which of the following best describes your reason for choosing this curriculum?

   a. The Georgia Dept. of Education seems to favor it.
   b. This curriculum provides structure and/or direction for the teacher.
   c. This curriculum gives me a variety of ideas from which to draw activities.
   d. This curriculum is child-centered.

COMMENTS:

3. Which of the following best describes how you help children learn?

   a. I start with the children's interests and plan learning experiences around them.
   b. I set up the learning experiences and let the children explore them.
   c. I plan specific lessons about concepts I know the children need to learn.

COMMENTS:

4. If a parent or other observer routinely came to your class, what would they primarily see?

   a. Small groups of children in center activities.
   b. Small groups of children in teacher-led activities.
   c. Most of the children participating in the same teacher-led activity.
   d. A combination of small and large group activities.

COMMENTS:

5. How do you feel about parents volunteering in your classroom?

   a. I prefer many parents to participate whenever they can.
   b. I prefer a few parents at a time on a regular schedule.
   c. I prefer parents to help with field trips, parties, or outside school events rather than working in the classroom.

COMMENTS:

6. How do your feel about scheduling?

   a. I prefer a structured schedule that I follow rigorously.
   b. I prefer a schedule that can be easily altered.
   c. I prefer not to have a schedule so that I can freely accommodate the day's events.

COMMENTS:

7. Which description best characterizes a child's activities in your classroom?

   a. Most activities last a short period of time (not more than 15 minutes).
   b. Most activities last a longer period of time (more than 15 minutes).
   c. Activities are divided evenly between long and short periods of time.

COMMENTS:

8. In what area do you see the most growth in your PreK children this year?

   a. school appropriate behavior
   b. academic skills
   c. communication skills
   d. social/emotional growth

COMMENTS:

9. What method(s) will you use so you will know how much your children have learned this year?

   Check all that apply to your situation:

   _______ Observation
   _______ Anecdotal records
   _______ Formal Assessment (Please specify ____________________)
   _______ Checklist (Please specify ______________________________)
   _______ Other (Please describe ______________________________)

COMMENTS:

10. Rank in order of importance the characteristics you hope the children will gain as a result of being in your program? (Use the number "1" to indicate the most important.)

   _____ school appropriate behavior
   _____ academic skills
   _____ communication skills
   _____ social/emotional growth

COMMENTS:

11. Please describe an episode with a specific child in your class of which you are particularly proud.

FORM T

12. What have most of your children accomplished this year of which you are most proud?

13. Please describe one change you will make in your educational program next year based on this year's experience.

14. What has pleased you most about your program this year?

15. If you have a child who has made outstanding progress this year, please describe below.

FORM U

Georgia Prekindergarten Evaluation Project

Staff Evaluation of Parent Education Activities

Grantee: ______________________

Form Completed By: ______________________

Position: ______________________

Please answer the following general questions and then complete the subsequent information for each parent education activity offered this year.

1. Briefly describe your most successful parent education activity. Why was it the most successful?

2. Briefly describe your least successful parent education activity. Why was it the least successful?

3. What day(s) of the week and time(s) of the day seemed to work best for the parents?

4. What advice would you give new prekindergarten programs about planning parent education activities?

FORM U

Please describe each parent education activity you offered this year.

Title of activity ______________________________

How many times was this activity offered? ______________________________

Who led the activity? ______________________________

Is this person a Prekindergarten Program staff member? ______________

If not, what agency does he/she represent? ______________

How long did the activity last? ______________

How many people attended? ______________

Title of activity ______________________________

How many times was this activity offered? ______________________________

Who led the activity? ______________________________

Is this person a Prekindergarten Program staff member? ______________

If not, what agency does he/she represent? ______________

How long did the activity last? ______________

How many people attended? ______________

Title of activity ______________________________

How many times was this activity offered? ______________________________

Who led the activity? ______________________________

Is this person a Prekindergarten Program staff member? ______________

If not, what agency does he/she represent? ______________

How long did the activity last? ______________

How many people attended? ______________

GRANTEE ____________________ ______

FORM V

GEORGIA PREKINDERGARTEN EVALUATION PROJECT

CHILDREN WHO HAVE WITHDRAWN FROM THE 1994 PREKINDERGARTEN PROGRAM

CHILD'S NAME	DATE OF WITHDRAWAL	REASON FOR WITHDRAWAL

This form is due on May 25, 1994 in the Prekindergarten Evaluation Project Office, Department of Early Childhood Education, Atlanta, Ga 30303.

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FORM W

DEVELOPMENTAL RATING SCALE

Teacher's Name ______________________________ **Grantee** ________________________

This instrument includes the following five scales that should be used to assess individual strengths and weaknesses of children in your classroom.

PHYSICAL SKILLS

This scale should reflect development of large (gross motor) and small (fine motor) muscle coordination, strength, stamina, flexibility, and sequential motor skills. Gross motor skills are those involving positioning the body in space; they include balance and movement of the limbs. Fine motor skills are those involving small movements of the hands and fingers and include eye-hand coordination.

SELF-HELP SKILLS

This scale reflects the acquisition of survival and self-care behaviors. They involve safety and independent functioning beyond the confines of the home as the child interacts with the community. Self-help is also the ability to perform tasks independently and acceptably.

SOCIAL SKILLS

This scale is concerned with interpersonal behaviors that reflect social competence. The child's emotional needs for people, as well as the manner in which the child relates to friends, relatives, and various adults, exemplify the skills that measure functional performance in the social situation. Facets of social competence include the child's expression of needs and feelings, interactions with others, sense of identity, and adherence to rules and regulations. Social-emotional functioning is a combination of innate characteristics, such as responsiveness and activity level, and socialization experiences.

ACADEMIC PERFORMANCE

This scale assesses a child's level of cognitive functioning. Cognitive functioning encompasses skills such as perception, object permanence, concept development, number relations, recall, classification, seriation, and time concepts.

COMMUNICATION SKILLS

This scale reflects the child's ability to understand language and to use both verbal and nonverbal expressions to communicate. Communication is assessed by the use and understanding of receptive, expressive, and spoken language. Receptive language involves comprehension of verbal or written information; expressive language involves expressions of thoughts in verbal or nonverbal (gestural or written) form; speech is the ability to form sounds and includes the qualities of voice and rhythm.

FORM W

Teacher's Name: ______________________ **Grantee** ______________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Physical Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Physical Skills**. Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	**SCALE**							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

FORM W

Teacher's Name: ____________________ **Grantee** ____________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Self-Help Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Self-Help Skills**. Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	**SCALE**							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

FORM W

Teacher's Name: ____________________ Grantee ____________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Social Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Social Skills.** Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	**SCALE**							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

FORM W

Teacher's Name: ______________________ Grantee ______________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Academic Performance.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Academic Performance**. Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	**SCALE**							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

FORM W

Teacher's Name: ______________________ **Grantee** ______________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Communication Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Communication Skills**. Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	**SCALE**							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

FORM X

Child's Name________________________ **Grantee** __________________

PARENT INTERVIEW

For questions 1 - 10, please read the questions and the answers to the parent and check the response that the parent chooses. Note that each question is followed by a "comments" section to give you the opportunity to elaborate if necessary.

1. How is your child's health?

_____ a. Excellent
_____ b. Good
_____ c. Fair
_____ d. Poor
_____ e. Has a chronic condition (for example: sickle cell anemia, asthma, heart condition)

COMMENTS:

2. How is your family's health?

_____ a. Excellent
_____ b. Good
_____ c. Fair
_____ d. Poor
_____ e. Someone has a chronic condition (for example: sickle cell anemia, asthma, heart condition)

COMMENTS:

3. How does your child like school?

_____ a. Hates it
_____ b. Not very happy to go
_____ c. Likes it
_____ d. Loves it

COMMENTS:

4. Considering the services that people in your community might need, are these services available through community agencies?

_____a. Always
_____b. Sometimes
_____c. Not as good as I would like
_____d. Rarely

COMMENTS:

5. How do community agency workers treat clients?

_____ a. They are rude.
_____ b. They are not actually rude, but they don't seem to care much about the clients.
_____ c. They respect the clients, but don't go out of their way for them.
_____ d. They go out of their way to be helpful.
_____ e. I don't know.

COMMENTS:

6. If you felt that you needed a service, what would you do?

_____ a. I don't know what I would do.
_____ b. I would wait until someone came who could help me.
_____ c. I would seek help from a friend or relative.
_____ d. I would obtain the help from a community agency or someplace similar.

COMMENTS:

7. If your child were asked to share a favorite toy with another child that he does not know very well, what would he or she do?

_____ a. Would not share
_____ b. Might share, but would not be happy about it
_____ c. Would feel OK about sharing
_____ d. Likes to share

COMMENTS:

8. Assume your child is playing with a younger child in your house. You have told him/her not to take the younger child's toy. Your child disobeys you. What would you do?

_____ a. Spank the child
_____ b. Scold or fuss at the child
_____ c. Put your child in time out or take away a privilege
_____ d. My child and I discuss the problem together

COMMENTS:

9. If your child continues with the same misbehavior, what would you do? (as in item #8)

_____ a. Spank the child
_____ b. Scold or fuss at the child
_____ c. My child and I discuss the problem together
_____ d. Put your child in time out or take away a privilege

COMMENTS:

10. What do you do when your child behaves well?

_____ a. I don't do anything because I expect him to behave well
_____ b. Give a reward (something material)
_____ c. Give a privilege
_____ d. Give praise or a hug

COMMENTS:

Questions 11 - 15 have more than one part. If the parent answers "no" to part A, do not ask the other parts of that question. If the parent answers "yes" to part A, continue with the other parts of the question and record the parent's answer. Note that each question is followed by a "comments" section to give you the opportunity to elaborate if necessary.

11. A. Have you had the opportunity to visit your child's classroom or school this year? (Do not include dropping off or picking up.)

_____ Yes
_____ No

B. If yes, how many times? _________

COMMENTS:

12. A. Have you had the opportunity to volunteer to help in your child's classroom or school this year?

_____ Yes
_____ No

B. If yes, how many times? _________

COMMENTS:

13. A. Have you had the opportunity to have conferences with your child's teacher this year?

_____ Yes
_____ No

B. If yes, how comfortable did you feel?

_____ a. Very uncomfortable
_____ b. Somewhat uncomfortable
_____ c. Comfortable
_____ d. Very much at ease

C. How helpful did you find the conferences to be?

_____ a. Very helpful
_____ b. Helpful
_____ c. Not very helpful
_____ d. Not helpful at all

COMMENTS:

14. A. Does your child ever choose to look at books in his/her free time at home?

_____ Yes
_____ No

B. If yes, how often?

_____ a. Less than once a week
_____ b. About once a week
_____ c. A few times a week
_____ d. Every day

COMMENTS:

15. A. Do you ever look at books with your child?

_____ Yes
_____ No

B. If yes, how often?

_____ a. Less than once a week
_____ b. About once a week
_____ c. A few times a week
_____ d. Every day

COMMENTS:

Administered By: ______________________________

Social Security No: ______________________________

Address: ______________________________

FORM Y

Georgia Prekindergarten Evaluation Project

NUMBER OF REFERRALS MADE BY FAMILY SERVICES WORKERS FOR ALL PREKINDERGARTEN CHILDREN

GRANTEE ______________________________

FORM COMPLETED BY ______________________

SERVICE DELIVERY	TOTAL NUMBER OF REFERRALS
HEALTH	
MENTAL HEALTH	
NUTRITION (FOOD)	
HOUSING	
UTILITIES	
CLOTHING OR FURNISHINGS	
EDUCATION	
JOB TRAINING/ EMPLOYMENT SERVICES	
TRANSPORTATION	
OTHER (DESCRIBE)	

Due date: June 10, 1994

GEORGIA PREKINDERGARTEN EVALUATION PROJECT
F:\USR\ECE\PREK\FORMS94\REFERRAL

APPENDIX C

- KINDERGARTEN DATA COLLECTION FORMS

Grantee ______________________ __

92/93 Prek Teacher ______________________

Georgia Prekindergarten Evaluation Project

SCHOOL LOCATION OF SAMPLE KINDERGARTEN CHILDREN

Child's name	Parent's or Guardian's Name	Attending what school now?	Current classroom teacher, if known

Form Completed By ______________________

GEORGIA PREKINDERGARTEN EVALUATION PROJECT/94
F:\USR\ECE\PREK\FORMS94\LOCATION

COMPARISON CHILD'S PERSONAL INFORMATION

NAME OF TEACHER: ______________________________

NAME OF SCHOOL: ______________________________

SCHOOL LOCATION: ______________________________

Sample Child's Name: ______________________________

Sex: ________ Ethnicity: ____________ DOB: ____________

CHILD'S NAME	
CHILD'S DATE OF BIRTH	
CHILD'S SEX	(1) Male (2) Female
CHILD'S ETHNICITY	(1) African American (2) Asian (3) Hispanic (4) Caucasian (5) Other ____________
CHILD'S PRIMARY LANGUAGE	(1) English (2) Spanish (3) Asian (4) Other ____________

COMMENTS	
NO FORMAL PRESCHOOL EXPERIENCE	ELIGIBILITY FOR FREE LUNCH

GEORGIA PREKINDERGARTEN EVALUATION PROJECT
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KINDERGARTEN TEACHER QUESTIONNAIRE

TEACHER'S NAME: ________________________________

SCHOOL: ________________________________

Child's Name	Date child started in your class	Number of Absences through May 27, 1994	Referral for special services (please describe)	Level of school child will attend next year

Social security # ________________________________
(This is necessary for Georgia State University to issue you a check)
I would like my $25 honorarium sent to the following address:

ST COPY AVAILA

SEE DIRECTIONS ON BACK OF THIS PAGE

KINDERGARTEN TEACHER QUESTIONNAIRE
DIRECTIONS

COLUMN TITLE	DIRECTIONS
NUMBER OF ABSENCES	Provide the number of absences from the first day of school through May 27, 1994.
DATE CHILD STARTED IN YOUR CLASS	Fill in the date the child started in your classroom if it is other than the first week of school
REFERRAL FOR SPECIAL SERVICES	Identify the characteristic for which the child was referred and the results of the referral.
LEVEL OF SCHOOL THE CHILD WILL ATTEND NEXT YEAR	Indicate grade. If other than first grade, give reason. If a final decision has not been made, give your recommendation and reasons.

Use this as extra space if needed. If child transferred from another school, give as much information as possible (e.g., previous teacher and school name if known).

COMMENTS

FAMILY INFORMATION FORM

Child's name: ________________________________

Child's social security number: ________________________________

Parents' name: ________________________________

If child has a guardian,
Guardian's name: ________________________________

Parent or Guardian social security number ________________________________
(This is needed so you can be paid)

Child's address: ________________________________

____

Did your child attend preschool at age four? (circle one) Yes No

If yes, where? ____________ Number of months ____________

Provide the following information for the parents or guardians living in the child's home.

MOTHER/STEPMOTHER'S INFORMATION

Does mother (or stepmother) work? (circle one) Yes, Full-time Yes, Part-time No

If yes, what kind of work does she do? ________________________________

Please circle the level of education that mother (or stepmother) completed?

Grade 1 2 3 4 5 6 7 8 9 10 11 12

Technical School College Graduate/Professional School No Information

FATHER/STEPFATHER'S INFORMATION

Does father (or stepfather) work? (circle one) Yes, Full-time Yes, Part-time No

If yes, what kind of work does he do? ________________________________

Please circle the level of education that father (or stepfather) completed?

Grade 1 2 3 4 5 6 7 8 9 10 11 12

Technical School College Graduate/Professional School No Information

CIRCLE BELOW ALL THE PEOPLE WHO LIVE IN YOUR CHILD'S HOME.

Mother	Father	Older brothers (How many? ________)
Stepmother	Stepfather	Younger brothers (How many? ________)
Grandmother	Grandfather	Older sisters (How many? ________)
Aunt	Uncle	Younger sisters (How many? ________)
Other adult/adults	Other child/children	

FORM W

DEVELOPMENTAL RATING SCALE

Teacher's Name ____________________________ Grantee ______________________

This instrument includes the following five scales that should be used to assess individual strengths and weaknesses of children in your classroom.

PHYSICAL SKILLS

This scale should reflect development of large (gross motor) and small (fine motor) muscle coordination, strength, stamina, flexibility, and sequential motor skills. Gross motor skills are those involving positioning the body in space; they include balance and movement of the limbs. Fine motor skills are those involving small movements of the hands and fingers and include eye-hand coordination.

SELF-HELP SKILLS

This scale reflects the acquisition of survival and self-care behaviors. They involve safety and independent functioning beyond the confines of the home as the child interacts with the community. Self-help is also the ability to perform tasks independently and acceptably.

SOCIAL SKILLS

This scale is concerned with interpersonal behaviors that reflect social competence. The child's emotional needs for people, as well as the manner in which the child relates to friends, relatives, and various adults, exemplify the skills that measure functional performance in the social situation. Facets of social competence include the child's expression of needs and feelings, interactions with others, sense of identity, and adherence to rules and regulations. Social-emotional functioning is a combination of innate characteristics, such as responsiveness and activity level, and socialization experiences.

ACADEMIC PERFORMANCE

This scale assesses a child's level of cognitive functioning. Cognitive functioning encompasses skills such as perception, object permanence, concept development, number relations, recall, classification, seriation, and time concepts.

COMMUNICATION SKILLS

This scale reflects the child's ability to understand language and to use both verbal and nonverbal expressions to communicate. Communication is assessed by the use and understanding of receptive, expressive, and spoken language. Receptive language involves comprehension of verbal or written information; expressive language involves expressions of thoughts in verbal or nonverbal (gestural or written) form; speech is the ability to form sounds and includes the qualities of voice and rhythm.

Teacher's Name: ______________________________ **Grantee** ______________________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Academic Performance.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Academic Performance**. Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	SCALE							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

Teacher's Name: ______________________ **Grantee** ______________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Communication Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Communication Skills.** Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	SCALE Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

Teacher's Name: ______________________ **Grantee** ______________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Physical Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Physical Skills**. Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	SCALE Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

Teacher's Name: ______________________________ **Grantee** ______________________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Self-Help Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Self-Help Skills**. Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	SCALE							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
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	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

Teacher's Name: ____________________________ Grantee ___________________________

INSTRUCTIONS:

1) Write the names of all children in your class below.
2) Identify one or two children in your class with the highest level of **Social Skills.** Circle the number 8 for that child or children.
3) Identify one or two children in your class with the lowest level of **Social Skills.** Circle the number 1 for that child or children.
4) Rate each of the other children in your class using the numbers between these extremes. Please use each number on the scale at least once.

CHILDREN'S NAMES	SCALE							
	Lowest							Highest
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8